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ABSTRACT

The purpose of this Education Professions Development Act (EPDA) awardee sponsored conference was to continue and expand opportunities for leadership development through planning, implementing, and participating in conducting of a professional conference. "Critical Issues in Vocational Education" was the theme of the conference. Each of the nine participating institutions presented two papers, one pertaining to a critical issue in vocational education as identified in Section 403 of H.R. 6251, and the other addressing a special interest area of the institution. In addition, noted leaders in the field of education addressed issues of relevance to the conference participants. The current status of vocational legislation was the topic of a symposium. This document contains abstracts of the critical issue papers and special interest topic presentations delivered by the EPDA fellows from each of the participating institutions, the texts or abstracts of the topics addressed by each of the guest speakers, the symposium presentations, and a conference evaluation. (HD)

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ED130094

First Annual Regional Vocational Education Leadership Development Conference

Sponsored by EPDA Awardees

"CRITICAL ISSUES IN VOCATIONAL-TECHNICAL EDUCATION"

Conference Proceedings

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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April 4-7, 1976
Atlanta, Georgia

CE 008 357

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PREFACE

On April 4-7, 1976 the First Southern Regional Vocational Education Leadership Development Conference was held in Atlanta, Georgia. The purpose of this E.P.D.A. awardee sponsored conference was to continue and expand opportunities for leadership development through planning, implementing and participating in conducting of a professional conference. "Critical Issues in Vocational Education" was the theme of this conference. Each of the nine participating institutions presented two papers, one pertaining to a critical issue in vocational education as identified in Section 403 of H.R. 6251, and the other addressing a special interest area of the institution.

In addition, noted leaders in the field of Education addressed issues of relevance to the conference participants. Dr. William Pierce, Deputy Commissioner of Occupational and Adult Education, U.S.O.E., the keynote speaker, discussed the identification of critical issues in Vocational Education. Dr. William L. Hayes, Vice President of Instruction, the University of Georgia discussed the relationshop between vocational education and higher education during a luncheon meeting. Duane Nielsen, Chief Vocational Education Personnel Development, U.S.O.E., addressed the topic "Human Relations and Leadership" during the second luncheon meeting. The current status of vocational legislation was the topic of a panel discussion

in which Dr. Harold Brinkley, Chairman, Department of Vocational Education, University of Kentucky; Dr. Aleene Cross, Head Home Economics Department, University of Georgia; Dean Griffin, Associate Director, American Vocational Association; and Shirley Wilson, E.P.D.A. awardee, Virginia Polytechnic and State University; participated.

Dr. Grant Venn, Callaway Professor, Vocational and Career Development, Georgia State University, addressed the topic "Securing Administrator Commitment to Vocational Education" during the final luncheon session.

Included within this document are abstracts of the critical issue papers and special interest topic presentations delivered by the E.P.D.A. Fellows from each of the participating institutions. In addition the texts or abstracts of the topics addressed by each of the guest speakers are included.

Special acknowledgement is deserved by numerous people who rendered valuable service in making this conference publication possible. Without the guidance, encouragement and the expertise of all the E.P.D.A. project directors in the Southern Region, this conference could not have taken place.

Each of the guest speakers enabled the participants to acquire greater insight into the topics they addressed. The University of Georgia E.P.D.A. Fellows and Project Director, Dr. George L. O'Kelly deserve special recognition for serving as the conference hosts.

The Ohio State University E.P.D.A. Fellows and Project Directors compiled and edited this publication. Dr. James Sage took the excellent photographs included within this publication and assisted in the cover design and layout.

Finally, The Mississippi State University E.P.D.A. Fellows, Project Director, and R.C.U. staff deserve special recognition for printing and collating the publication.

To all these persons, we extend our sincere appreciation.

PROGRAM

Sunday, April 4, 1976

6:00-9:00 p.m. Registration-Mezzanine

Auburn University

8:00-10:00 p.m. Social Hour-Terrace Room (Mezzanine)

Flordia State University

Monday, April 5, 1976

8:00-9:00 a.m. Registration-Mezzanine

Auburn University

8:30-10:30 a.m. GENERAL SESSION-Terrace Room

Presiding: Joan M. McHan, E.P.D.A. Awardee
University of Georgia

Welcome: James E. (Gene) Bottoms, Director
Division of Program and Staff Development
State Department of Education, Atlanta

Introduction of Speaker:
George L. O'Kelley, Jr., Chairman
Division of Vocational Education
University of Georgia

Speaker: William F. Pierce
Deputy Commissioner of Occupational
and Adult Education
United States Office of Education

"CRITICAL ISSUES IN VOCATIONAL-
TECHNICAL EDUCATION"

10:30-11:00 a.m. Refreshments

11:00-12:15 p.m. SMALL GROUP SESSIONS-CRITICAL ISSUES

Group A: North Carolina State University
Terrace Room B

"The development of high quality vocational education programs for urban centers with high concentrations of economically disadvantaged individuals, unskilled workers, and unemployed individuals"

Group B: Auburn University-Augusta Room (Mezzanine)

"The development of training opportunities for individuals in rural areas and individuals moving from farms to urban areas"

Group C: Virginia Polytechnic Institute and State University-Fulton Room (Mezzanine)

"The establishment of guidance and placement centers"

12:15-2:15 p.m. LUNCHEON-Georgian Ballroom

Presiding: Joan M. McHan, E.P.D.A. Awardee
University of Georgia

Speaker: William L. Hays
Vice-President for Instruction
University of Georgia

"VOCATIONAL EDUCATION AND HIGHER EDUCATION"

2:15-3:30 p.m. SMALL GROUP SESSIONS-CRITICAL ISSUES

Group D: University of Georgia-Terrace Room (Mezzanine)

"The development and carrying out of vocational education programs for persons with special needs-disadvantaged"

Group E: University of Tennessee-Augusta Room (Mezzanine)

"Meeting the training, counseling, and placement needs of unemployed youths and adults"

Group F: Florida State University-Fulton Room (Mezzanine)

"The correction of sex-role stereotyping in training and employment opportunities"

3:30-3:45 p.m. Refreshments-Mezzanine

3:45-5:00 p.m. SMALL GROUP SESSIONS-CRITICAL ISSUES

Group G: The Ohio State University-Terrace Room B (Mezzanine)

"Correlating the provision of vocational education opportunities to the current and projected needs of the labor market"

Group H: Mississippi State University-Augusta Room (Mezzanine)

"The development and carrying out of vocational education programs for persons with special needs-handicapped"

Group I: University of Kentucky-Fulton Room (Mezzanine)

"Developing and carrying out bilingual vocational education programs"

Tuesday, April 6, 1976

9:00-10:15 a.m. SPECIAL INTEREST SESSIONS

Group A: Auburn University-Terrace Room B

"Techniques for assessing interests, aspirations, and potential of vocational education students"

Group B: University of Kentucky-Augusta Room

"Competency based vocational education"

Group C: Mississippi State University-Fulton Room

"Research and Curriculum Unit at Mississippi State University"

10:15-10:45 a.m. Refreshments-Mezzanine

10:45-12:00 noon SPECIAL INTEREST SESSIONS

Group D: Flordia State University-Terrace Room B

"Career Education Center"

Group E: The Ohio State University-Augusta Room

"Articulation of high school with post high school programs"

Group F: North Carolina State University-Fulton Room

"Evaluation in Occupational Education"

12:30-2:30 p.m. LUNCHEON-Georgian Ballroom

Presiding: Sarah T. Henry, E.P.D.A. Awardee
University of Kentucky

Speaker: Duane Nielsen, Chief
Vocational Education Personnel Development
United States Office of Education

"Human Relations in Leadership"

2:45-4:00 p.m. SPECIAL INTEREST SESSIONS

Group G: University of Georgia-Terrace Room B

"Innovative Programs Designed for Students with Special Needs"

Group H: University of Tennessee-Augusta Room

"An on-site visit to Appalachia"

Group I: Virginia Polytechnic Institute-Fulton Room

"Present status of the career education movement"

Refreshments-Mezzanine

Wednesday, April 7, 1976

8:45-10:30 a.m. GENERAL SESSION

Presiding: Gary Scott, E.P.D.A. Awardee
Virginia Polytechnic Institute
and State University

Symposium: "CURRENT STATUS OF VOCATIONAL LEGISLATION"

Speakers: Harold R. Brinkley, Chairman
Department of Vocational Education
University of Kentucky

Aleene Cross, Head
Home Economics Education
University of Georgia

Dean Griffith, Associate Director
American Vocational Association
Washington, D.C.

Shirley Wilson E.P.D.A. Awardee
Virginia Polytechnic Institute
and State University

10:30-11:00 a.m. Refreshments-Mezzanine

11:00-12:15 p.m. Evaluation of Conference-Terrace Room

Don Brannon, E.P.D.A. Awardee
North Carolina State University

12:30-2:00 p.m. LUNCHEON-Georgian Ballroom

Presiding: Gary Scott, E.P.D.A. Awardee
Virginia Polytechnic Institute
and State University

Speaker: Grant Venn
Callaway Professor of Education
Vocational and Career Development
Georgia State University

"Securing administrator commitment
to vocational education"

Conference Summary:

George L. O'Kelly, Jr., Chairman
Division of Vocational Education
University of Georgia

COMMITTEE ASSIGNMENTS AND RESPONSIBILITIES

Steering Committee

Chairperson: Joan M. McHan, University of Georgia
Sarah T. Henry, University of Kentucky
Jane Lewis, University of Tennessee
Gary Scott, Virginia Polytechnic Institute and State University

1. Set date for conference
2. Select conference theme
3. Plan conference program
   a. Establish time schedule
   b. Select and contact speakers
   c. Coordinate universities presentation topics
4. Define committee activities
5. Coordinate committee activities
6. Determine registration fee
7. Inform directors and chairpersons of committee progress with conference plans

Facilities Committee

University of Georgia

Chairperson: Edward L. Davis, E.P.D.A. Awardee

1. Select site for conference
2. Arrange for meeting rooms
3. Arrange for room reservations for participants and special guests
4. Reserve hospitality suite
5. Request registration table
6. Plan meal functions and coffee breaks
7. Order flowers
8. Provide maps, restaurant suggestions, etc.

Registration Committee

Auburn University

Chairperson: Jack Kaufman, E.P.D.A. Awardee

1. Send out pre-registration information
2. Compile registration packets
3. Dispense programs
4. Collect registration fees
5. Write receipts
6. Provide name tags for participants
7. Staff the registration table Sunday evening and Monday morning

Objectives and Evaluation Committee

North Carolina State University

Chairperson: Don Brannon, E.P.D.A. Awardee

1. State objectives for the conference
2. Prepare evaluation device for the conference
3. Conduct evaluation of the conference
4. Prepare written evaluation report for the Proceedings Committee

Program Printing Committee

Mississippi State University

Chairperson: Pamela P. Murray, E.P.D.A. Awardee

1. Design and print programs
2. Print tickets for luncheons and social function

Conference Proceedings Committee

Mississippi State University
The Ohio State University

Chairpersons: Pamela P. Murray
Larry T. Walters

1. Compile and print conference proceedings
2. Mail proceedings to conference participants
3. Mail proceedings to all E.P.D.A. Directors in the United States

Conference Recorders Committee

The Ohio State University

Chairperson: Larry T. Walters, E.P.D.A. Awardee

1. Develop an outline for session recorders to use
2. Provide recorders for all small group sessions

Hospitality Committee

Flordia State University

Chairperson: Carolyn Allen, E.P.D.A. Awardee

1. Greet guest and speakers
2. Plan Sunday evening social function
3. Collect luncheon tickets each day at noon

THE DEVELOPMENT OF HIGH QUALITY VOCATIONAL EDUCATION PROGRAMS FOR URBAN CENTERS

NORTH CAROLINA STATE UNIVERSITY

The National Advisory Council on Vocational Education sees vocational education in urban areas as a critical issue. They have published a special report on urban vocational education, dated December 6, 1974, based on testimony presented to the Council during hearings in five major cities. While many of the Council's concerns for urban areas are the same as for vocational education in general, several special problems and recurrent themes were identified in the testimony recorded during the urban hearings. Vocational education directors at a recent National Leadership Conference expressed many of the same concerns for urban vocational education as the National Advisory Council outlined in its special report.

DEVELOPMENT OF TRAINING OPPORTUNITIES

FOR INDIVIDUALS IN RURAL AREAS

AUBURN UNIVERSITY

This topic was prepared for presentation at the Vocational Education Leadership Development Conference in Atlanta, Georgia on April 4-7, 1976, by the E.P.D.A. awardees from Auburn University. Consideration of the issue is segmented into three parts: background information on rural America, a general discussion of sources of data and a proposed system for determining and evaluating the needs of rural America.

The background section of the presentation delimits the study through definition and demographic information relating to essential characteristics of the rural population. Some background is provided regarding the rural-urban shift along with a populating pyramid which has a large base of individuals under 18 and over 60 and a small number of young adults who must bear the burden of educating the young along with providing other services for the population. A treatment of rural poverty reveals a higher percentage of the population who are considered to be in the poverty level in the rural areas than in the urban areas. Consideration is given to the economic base and the effect of agricultural technology on the rural area. An additional factor is the effect of rural development on the livelihood of the people.

The data source section relates the need to properly analyze the problem before offering solutions. A general framework is provided for decision making which includes: (1) problem diagnosis, (2) conception of alternatives, (3) consideration of alternatives and

(4) evaluation. Acquisition of data is vital to this process. Suggestion is given of a possible typology for data search which includes: demographic, economic, land use, community services and decision making or power data. Each of these dem-ensions are detailed.

The final section presents a specific planning model which may be adapted to various local situations. Also considered is vocational education legislation with its implications for planning for the needs of rural people. Attention is given to the rural-urban situation in Alabama and the application of a system for evaluating training needs, student assessment and community concerns. Concern for the educational needs of rural areas is presented in light of the background information. Discussion of the application of the model includes: philosophy, objectives, priorities, implementation plan (which begins with the employment of staff and culminates with the placement and followup of students) and a continuous program review. An example of the results of the system applied in Alabama is the establishment of secondary area vocational centers to help meet the needs of rural students.

An annotated bibliography of sources consulted is included.

IMPLEMENTING A CAREER GUIDANCE

PLACEMENT CENTER

VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Presenters:

Susie B. Morgan
Barbara A. Pendleton

Public demand for career guidance, counseling, and placement continues to increase. Evidence to support this statement can be inferred with little difficulty from frequent mention of the need for such programs in federal legislation, from the established position of counselor or personnel worker at all levels in our nation's schools, and in private agencies throughout the country.

Bottoms, Gysbers, and Pritchard (1970) completed a study of national documents and sources which revealed the need for more systematic efforts in facilitating career guidance, with job placement considered as a comprehensive part. Concern was also expressed regarding the need for outreach activities either in the school or in part-time training and employment.

The Career Guidance and Placement Center is an activity which can be designed to be the hub of the career guidance, counseling and placement program in the school. A comprehensive Career Guidance and Placement Center should bring together available career information/exploration resources and make them easily accessible to students.

The Center can be used for such activities as research, planning, self-exploration and group sessions.

Placement should be an integral part of the Center. Through placement, school counselors and/or teachers can assist students in carrying out educational and/or occupational plans suitable to their interests, abilities and training.

Reference

Bottoms, Gene, Gysbers, Norman and Pritchard, David. Career Guidance Counseling, and Placement: National Concerns. University of Missouri-Columbia, 1970.

VOCATIONAL EDUCATION PROGRAMS

FOR

THE DISADVANTAGED STUDENT

UNIVERSITY OF GEORGIA

Presenters:

Edward L. Davis, Chairman
Donald H. Dalton
Alice M. Clay
Alva H. Bowen
Anthony F. Gergely

STATEMENT OF PROBLEM

This review of literature was conducted to identify the current status and direction of the effort to meet the individual needs of the disadvantaged student through vocational education.

STATEMENT OF THE PURPOSE

The purpose of this study is to identify through a review of the literature the current status and direction of the effort to meet the individual needs of the disadvantaged student through vocational education.

OBJECTIVES

The objectives of this review of literature are as follows:

1. To identify the current status and direction of the effort to meet the individual needs of the disadvantaged student through vocational education.
2. To define disadvantaged student.
3. To illustrate what traits or characteristics can be identified as unique to disadvantaged students.
4. To review the current status of legislation dealing with the disadvantaged student and vocational education.
5. To identify the approaches presently being used to meet the individual needs of the disadvantaged student through vocational education.
6. To evaluate the approaches presently being used to meet the individual needs of the disadvantaged student through

vocational education.

LIMITATIONS

The committee recognizes the following limitations to its review of the literature:

1. The data source was largely limited to material found in ERIC collection.
2. The committee limited its review to selected samplings of the material available.
3. The committee limited its review to a time period between 1960 and 1975.
4. The committee was limited in the time available to conduct its review of the literature.

DESIGN OF REVIEW OF LITERATURE

This review of literature was conducted within the following framework:

1. After a brief review of literature, an ERIC search was conducted utilizing the following descriptors, each of which was paired with the term "disadvantaged student":
   A. Vocational Agriculture
   B. Vocational Education
   C. Adult Vocational Education
   D. Agricultural Education
   F. Cooperative Education
   G. Distributive Education
   H. Health Occupations Education
   I. Occupational Home Economics
   J. Prevocational Education

K. Technical Education

L. Trade and Industrial Education

2. The data located through this process was then subdivided into four categories:

   A. Data dealing with the definition and identification of disadvantaged student

   B. Data dealing with the legislation concerning disadvantaged students in vocational education

   C. Data dealing with approaches to effectively teaching the disadvantaged student in vocational education

   D. Data dealing with the evaluation of approaches to effectively teaching the disadvantaged student in vocational education

3. A committee member reviewed the data in each of the subcategories and developed a part of the presentation based on this data.

4. The committee met as a whole for the purpose of discussing and tying the various parts together.

The remainder of this paper is devoted to the findings of the committee on each of the four areas outlined above.

MEETING THE TRAINING, COUNSELING AND PLACEMENT NEEDS OF UNEMPLOYED YOUTH AND ADULTS

THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Presenters:

William C. Aiken
Ray Isenburg

The purpose of this paper is to explore the training, counseling, and placement needs of unemployed youth and adults. Among those training programs discussed are those provided for by the Comprehensive Education Training Act. Explanation is given of two programs which have effectively used C.E.T.A. funds to train unemployed individuals.

Programs developed through Economic Opportunity Act are also discussed. These programs include Neighborhood Youth Corps, Community Action Program and adult education programs. Project 7001, a program sponsored by National D.E.C.A. is described. A brief description of public education agencies, such as area vocational schools, technical schools, university evening programs, and vocational rehabilitation services is included.

In addressing the counselor's role toward meeting the needs of unemployed youth and adults, the paper emphasizes the importance of a friendly, personal, and self-revealing approach with an individual who has often had a background characterized by personal failure, distrust, and resentment. Furthermore, the authors have stressed the need for helping the unemployed person develop a positive self image.

Finally, the writers discuss placement as the culminating process of vocational education. This process includes the initial placement, record keeping, supervision, employment contacts, and being available for further counseling after placement.

CORRECTION OF

SEX DISCRIMINATION AND SEX STEREOTYPING

IN EDUCATION

FLORDIA STATE UNIVERSITY

Presenters:

W. Carolyn Allen
Elizabeth A. Hope
Gracie Jones
Mary J. Thompson
Ellison L. Whitt

The following are the highlights of a paper on "Correction of Sex Discrimination and Sex Stereotyping in Education" presented at the First Southern Regional Vocational Education E.P.D.A. Leadership Development Conference in Atlanta, Georgia, on April 5, 1976.

Correction implies that something is not right. Successful correction addresses itself to the causes of the wrong, not the manifestations of it. This paper deals with some of the common causes of sexism and stereotyping, the influences of which are evidenced in employment and training practices.

This research is not all encompassing but rather is a sample of current literature illustrating the multiple causes contributing to sex discrimination and stereotyping. The literature presents evidence of corrections that are essential to the development of educational programs that will enable a student to realize his/her full potential as an individual rather than a member of a particular sex.

Studies, surveys, and conferences proceedings have unearthed educational practices which must be given high priority in order to break down the sex prejudices of the ages. These practices include discrimination in: textbooks and learning materials, publicity materials, counseling techniques, teacher's attitudes and behaviors, admission to classes, and educational leadership.

Predicted national manpower needs has highlighted the urgency for maximum occupational development attuned to a student's interest

regardless of sex. Therefore, females should be allowed the opportunity to train for traditionally male-dominated occupations and vice versa.

Of course, the effectiveness of these positive changes is either enhanced or hindered by the attitudes of parents, peers, employers, and communities.

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PRIORITY PLANNING PIERCES THE PERSON POWER PUZZLE: FACING THE FACTS IN FORECASTING

THE OHIO STATE UNIVERSITY

Presenter:

Carole M. Johnson

Systematic planning provides a vehicle through which vocational administrators may allocate the limited financial resources available to the development of programs which meet the needs of society and the individual. Such planning involves identifying current and projected labor and market trends, determining geographic allocation of state resources, and designating and funding local curricular priorities.

The procedures used to generate the data necessary for program determination involve a number of factors. These factors include demand forecasting, supply projections, allocation formulas, curricular priority matrices, and local program funding methods.

Demand forecasting is achieved through one of several methods, each of which have specific advantages and disadvantages. The techniques considered include:

- employer survey techniques;
- extrapolation methods;
- econometric techniques; and
- job-vacancy-occupational outlook approach

Supply projections involve examining alternative paths to the acquisition of skills (i.e. apprenticeships, on the job training), current labor supply, mobility patterns, and occupational losses. Three methods for supply analysis are:

- the matrix approach;
- the population cohort model; and
- the adjusted manpower demand method.

Regardless of the techniques used, supply and demand analyses comprise only one portion of the information used in vocational program planning and resource allocation. The extent to which "net openings", a figure derived by subtracting supply from demand, is significant in program planning is determined by the method used to identify curricular priorities and designate the level of resource allocation. Net opening figures must be calculated for inclusion in state plans for vocational education.

On the state level geographic funding allocations for the local educational agencies to be served must be determined. These state level determinations are required to reflect (1) the relative ability of a district to pay, (2) manpower needs and opportunities (3) vocational needs, and (4) excess costs, by the U.S. Office of Education. The techniques utilized to derive these figures in Mississippi and Ohio are described.

Once geographic allocations to the local educational agencies have been made state level planners must determine resource allocation to curricula within those areas. Two approaches to local prioritization, designed by Robert C. Young, are described. Both approaches involve the development of several matrices. These approaches are labeled the "Training Related Placement Strategy" and the "Labor Market Success Strategy."

It should be recognized that the techniques described are not inflexible, but rather are frequently modified to fit the context in which they are used. These modifications are made in an attempt to make vocational education reflect the needs of the society and individuals affected at each planning level.

VOCATIONAL EDUCATION PROGRAMS FOR PERSONS WITH SPECIAL NEEDS: THE HANDICAPPED

MISSISSIPPI STATE UNIVERSITY

Presenters:

Richard Clayton
Willie Mott
Pamela P. Murray
Marty Seward

The designing and operating of vocational programs for the handicapped individual demands careful consideration of the students' views. Materials which would allow the students to discover that pre-vocational orientation is inquiry and not simply a body of knowledge which must be developed. Interesting dynamic laboratory work which exposes them to the ideas of the world of work should replace the lecture method. The needs of the individual, as an individual or as groups of individuals must be considered first and the needs of the curriculum last.

Handicapped individuals possess a desire to manage, operate, produce, invent, design, perform maintenance, use tools and materials, and solve technical problems. To aid the handicapped in developing these desires, Mississippi has developed what we consider to be a comprehensive program for the handicapped in the areas of pre-vocational orientation and vocational training.

A cooperative effort of four different agencies enables the State of Mississippi to implement vocational education for the handicapped to the optimal capacity. The Department of Special Education provides the testing and screeening; the local school district provides the training; the Department of Vocational Rehabilitation provides counseling, placement, and follow-up services; and the State Department of Vocational Education coordinates the overall efforts.

THE NEED FOR BILINGUAL-VOCATIONAL EDUCATION IN AMERICA

UNIVERSITY OF KENTUCKY

Presenters:

Jose Gonalez
Anibal Vazquez

One of the future issues in vocational education will be the need to develop programs to meet the needs of immigrants coming to the United States. All these people when properly trained can make great contributions to the country. This is not hard to understand when one considers that immigrants were the builders of this nation which stands unique in the world.

In defining bilingual education the concept has been limited to the use of two different languages as a medium of instruction. This definition is the opinion of the writers is narrow in scope because it does not consider the cultural background, an aspect of vital importance when educating immigrants and their descendants.

The main objectives of this presentation were: 1) to develop an awareness among the participants of this seminar of the need of a bilingual-vocational program in America, 2) to become aware that oral and written language is not the only or even the most important variable in developing a bilingual-vocational education program, 3) to be made aware of the need for understanding the cultural background of each non-English speaking student which will provide both parties (teacher and student) mutual rapport to simplify the teaching-learning process.

Immigration statistics show that in spite of rigid controls, the United States has not closed the gates to immigrants. This fact is supported by an increase from 296,697 immigrants in 1965 to 394,861 in 1974. The majority of these people are concentrated

in certain specific areas. For this reason, bilingual-vocational education programs should be developed to meet specific needs of localities rather than on a generalized basis.

Apparently very little has been done in relation to projects or programs of bilingual-vocational education, or at least they have not been reported. An ERIC Search produced only seven hits out of 77,291 tries.

Some states and local schools on their own initiative have conducted programs whose primary purpose has been to improve the living conditions of immigrant workers by preparing them for the world of work. Apparently these programs have been effective. At least, this is the impression one gets from reading the written reports of such projects.

Recommendations which can provide insight to the developers of bilingual-vocational education programs are:

1. Since initial efforts in bilingual-vocational education had not been done in isolation, some sources of coordination is needed at the national level.

2. Vocational education could be the ideal program to meet the interests and abilities of most non-English speakers.

3. As long as immigrants are admitted to the United States, they should be helped to become productive workers.

4. Personnel to take care of bilingual-vocational education should have special training for that job.

5. Teacher exchange programs should be implemented.

6. A leadership training program should be initiated by universities to prepare capable leaders for such programs.

William F. Pierce
Deputy Commissioner of
Occupational and Adult
Education
United States Office of
Education

William L. Hays
Vice-President of Instruction
University of Georgia

Carole Johnson
EPDA Awardee

Grant Venn
Callaway Professor of Education
Vocational and Career Education
Georgia State University

Duane Nielson, Chief
Vocational Education Personnel
Development
United States Office of Education

Larry Walters
EPDA Awardee

ABSTRACTS OF SPECIAL INTEREST TOPICS

Presented April 6, 1976

TECHNIQUES FOR ASSESSING INTERESTS, ASPIRATIONS, AND POTENTIAL OF VOCATIONAL EDUCATION STUDENTS

AUBURN UNIVERSITY

Presenters:

Jack Kaufman
Dennis Tesolowski

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Vocational education presently accepts students with a potential for meeting the goals of a given program. By assessing the student's potential with the tools of vocational evaluation, vocational education may acquire an improved ability to develop programs to fit individual needs.

Most students can benefit from regular vocational education programs, but special programs must be made available to those with special needs. Congress has indicated that students with special needs can be categorized as disadvantaged and handicapped. The Vocational Education Act of 1963 supported special needs efforts, while the Vocational Education Amendments of 1968 specified that twenty-five per cent of all federal monies must be spent on meeting special needs. A few guidelines were suggested, but school districts were not bound to any rigid set of parameters. Services offered to special needs groups have generally been in the form of special programs, modified-mainstreaming programs, and mainstreaming programs. The variety of program offerings indicate that there are many diverse opinions regarding program implementation.

This paper does not advocate any particular form of program, but it does suggest that Vocational Education develop or locate a system which will allow adaptation or individualization of programs to fit the needs of students. It is imperative that a system be developed which will enable programs to meet student needs rather than trying to mold students to fit program needs. A system which would allow Vocational Education to fulfill this requirement must include the following three elements:

1. It must be able to assess students' vocational abilities, interests, aspirations, and potentials.
2. It must be capable of prescribing programs which have maximum likelihood of allowing individual students to achieve their optimal vocational potential.
3. It must be flexible enough to provide services and assistance to everyone who has need of them.

This paper contends that a system exists which has aims that are congruent with the specified requirements. The system currently exists in Vocational Rehabilitation and is entitled Vocational Evaluation. It is recommended that Vocational Educators investigate the tools and techniques of Vocational Evaluation.

Vocational Evaluation consists of five techniques: Psychological testing, job analysis, work sampling, situational assessment, and job tryout. Psychological testing provides objective measures of the degree to which an individual possesses various traits and skills, such as intellectual ability, aptitude, interests, and dexterity. Job analysis, which is not considered a viable tool by all vocational evaluators, was developed in industry. Primarily it attempts to define the work to be performed; defining worker characteristics is a secondary function. Ideally, work sampling closely simulates an industrial operation, paralleling, in its essentials, the tasks required of a potential worker. Situational assessment attempts to predict worker potential by observing individuals performing actual work. Job tryout is simply an on-the-job experience. It provides individuals with actual work experience without the usual pressures of production.

By utilizing Vocational Evaluation tools and techniques to assess students' interests, aspirations, abilities, and potential, Vocational Education may develop the capability of efficiently modifying programs to meet the needs of Vocational Education Students.

COMPETENCY-BASED VOCATIONAL EDUCATION

UNIVERSITY OF KENTUCKY

Presenters:

Sue Couch
Sarah Henry

Competency-based vocational education programs in which performance objectives specify the competencies or skills necessary for successful job performance, and criterion-referenced measures are applied to assess student competency. The objectives are based on tasks actually performed by workers in the occupation. They state the performance to be demonstrated by the student, the conditions under which the tasks will be performed, and the minimum acceptable standards of performance. The student is held accountable for attaining at least the minimum level of competency, as stated in the objectives. Instruction is individualized and self-paced through the use of student learning packages, called modules.

Competency-based vocational education has several characteristics which distinguish it from traditional programs:

(1) The curriculum is based on performance objectives.

(2) The objectives are measurable and are based on actual worker tasks.

(3) Student achievement is based on demonstrated competency.

(4) Instruction is individualized and self-paced.

(5) The student is accountable for performace of the competency.

(6) Immediate feedback is provided to the student.

(7) Time is a variable.

(8) Students may enter and exit the program at any time.

The need for competency-based vocational education is reflected in: (1) the need for meeting individual differences in student interests and learning abilities, (2) the changing demands of our increasingly

technological society, (3) the increasing emphasis on accountability. The individualized instruction provided in competency-based programs will help to insure that students will learn the knowledge, skills and attitudes essential for successful job performance. The potential for accountability is greatly increased through performance-based objectives and criterion-referenced measures.

V-TECS (Vocational-Technical Education Consortium of States) is a group effort for developing validated catalogs of performance objectives and criterion-referenced measures in vocational education. The steps in the V-TECS model include:

1. Identifying priority occupational areas
2. Conducting occupational analyses
3. Developing performance objectives, criterion-referenced measures and performance guides
4. Conducting field review and revising objectives, criterion-referenced measures and performance guides.

The Kentucky CBVE plan has three additional steps:

5. Preparing instructional modules and supporting materials for students
6. Field testing and revising instructional materials
7. Providing professional preparation for teachers and administrators.

Some of the implications of the CBVE effort include:

- a greater need for research and evaluation
- financial support for preparation, duplication and dissemination of materials and aids
- an increased potential for accountability
- demands for validated materials prepared under stringent guidelines
- competency-based teacher education programs
- organizing and equipping facilities for individualized instruction.

THE ROLE OF THE RESEARCH/ CURRICULUM UNIT OF MISSISSIPPI STATE UNIVERSITY IN VOCATIONAL EDUCATION

MISSISSIPPI STATE UNIVERSITY

Presenters:

Richard Clayton
Willie Mott
Pamela P. Murray
Marty Seward

Curriculum Development Program

Through this program the R/CU develops purchases, or reproduces and disseminates curriculum and instructional materials, including curriculum guides, resource units, job sheets, and reference units in the areas of: Agriculture, Business and Office, Career Development, Cooperative Vocational Education, Distributive Education, General Vocational-Technical (Administration) (Work & Life Adjustment Skills), Home Economics, Industrial Arts, Industrial (Start-up) Training, and Trade and Industry.

Research and Development Program

Through this program the R/CU conducts and aids research activities in vocational and technical education. A sample of on-going projects include:

Vocational-Technical Education Consortium of States (V-TECS): The R/CU is involved in the research, development and implementation of performance-based instruction. This project involves development of catalogs in plumbing, landscape gardening-groundskeeping, industrial sewing and cotton gin management.

Career Education Evaluation: The R/CU is evaluating the career education projects in 19 school systems in Mississippi.

Management Information System for Vocational-Technical Education in Mississippi: The R/CU is assisting in designing, developing, and implementing a management information system for vocational education in the state.

Industry Services Research Project: This project is designed to improve the leadership capabilities among vocational educators working with industries and businesses that are expanding their operations or starting new plants.

Internal R/CU Evaluation: This project assists the staff in assessing projects, plans, products and operations.

Personnel Development Program

Through this program the R/CU assists in providing personnel development services to vocational and technical education. Emphasis is placed on developing curriculum and research expertise in vocational educators through:

Vocational Teacher Workshops and Conferences: The R/CU assists the Division of Vocational and Technical Education and Teacher Education Departments in the professional development of inservice teacher education.

EPDA Internship Project: The R/CU provides internship experiences to national EPDA fellowship awardees.

EPDA Inservice Education Projects: The R/CU conducts inservice programs for vocational educators on the state and regional levels.

Graduate Assistantships: The R/CU provides assistantships through projects in curriculum, research, development and training.

Field Services Program

Through this program the R/CU provides various services to vocational educators, school systems, state departments of vocational education, and others. These services include: Film Library, Regional Curriculum Management Center, and Consultant Services.

CAREER EDUCATION CENTER

FLORIDA STATE UNIVERSITY

Presenters :

W. Carolyn Allen
Elizabeth A. Hope
Gracie Jones
Mary J. Thompson
Ellison L. Whitt

This presentation summarized the creation and rationale for existence for the curriculum laboratory of Florida State University, called the Career Education Center. From the first years (1972-1973), the Center has accomplished a variety of missions and projects. The Center, with input from the Division of Vocational Education of the State of Florida and educators from around the state. has had three major responsiblities.

The first task was in career education to develop curriculum materials that could be effectively used by Florida teachers and learners, and to develop in-service materials for teachers to learn to use these new instructional materials.

Secondly, the learner performance objectives derived for the V-TECS project were to be developed into usable instructional materials.

Third, the Career Education Center was to design and develop classroom strategies and materials in Employability Skills.

The presentation showed the history of the Center, its mission and the curriculum materials that resulted from the various projects.

Dr. Robert Lathrop, Director of the Career Education Center, was at the presentation to answer any questions posed by the audience.

ARTICULATION IN EDUCATION

THE OHIO STATE UNIVERSITY

Presenters:

Loretta Buffer
Arnold Facklam
Carole French
Lawrence Walters

Education enables individuals to fulfill their potential for contributing positively to society. Unfortunately, the educational path is not always smooth--people change their minds, attitudes, and geographic location. Mobility can upset educational goals which individuals have set for themselves, especially when transfer of school credit is necessary and local school systems are inflexible and/or unaccepting. Articulation agreements within and between programs and institutions are an important factor in facilitating student transfer.

Articulation is the term given to "the relationships between educational programs which are designed to provide a smooth transition from one educational program to another" (McKinnerney et al, 1974). There are two kinds of articulation discussed in the literature--horizontal and vertical. Horizontal articulation refers to agreements between institutions which are on an equal level in the academic hierarchy. Vertical articulation takes place between institutions on different academic levels, e.g., secondary to post-secondary, junior to senior college.

Today's students are extremely vocal in their demands for facility of learning--whether this demand is justified is not the subject of this discussion. What is pertinent is the variety of components responsible for the facility of transitional activities of students. These include educators (agencies, institutions, faculty, counselors, administrators); community, labor, and business representatives; licensing and accrediting agencies, tuition-paying parents and students.

The process of articulation is not without problems. Major factors are: students, curriculum and instruction, student personnel services, facilities and resources, faculty misgivings, and concern for institutional autonomy. While there is not sure-fire remedy for meeting and solving any or all of these problems, there are examples to be followed which will guide states or local education agencies engaged in articulation negotiations. Florida, Missouri, California, and Hawaii are among those whose state guidelines can help to build models for articulation agreements.

The future for articulation, as for any educational component, is diverse and unsure. However, the following appear to be certainties:

--Articulation is too big a problem to be left to chance, state systems require a planned approach.

--Life experience as well as educational background must be considered in establishing student credentials.

--Individualization of progress and accomplishment is a "given" when degrees are to be awarded. Labels and generalizations will diminish in importance.

--An interrelated system of various educational alternatives will be facilitated by formal articulation agreements which will serve as a foundation for transfer policies within and between institutions.

While no universal panacea for educational ills, articulation agreements do much to eliminate confusion, facilitate transfer of credit, and institute plans for cooperative relationships.

EVALUATION IN OCCUPATIONAL EDUCATION

NORTH CAROLINA STATE UNIVERSITY

Presenter:

Donald R. Brannan

In this report, four issues concerning evaluation in vocational education are discussed. These issues are: (1) time and performance, (2) evaluation of outputs and/or outcomes, (3) evaluation of efficiency and effectiveness, and (4) policy evaluation. These issues are discussed in the aforementioned order:

1. In time and performance evaluation, time-referenced, critereon-referenced, and norm-referenced methods are compared and contrasted. Limitations of each are explored. It is concluded that if the mission of vocational education is to help provide students with salable skills, then critereon-referenced evaluation is the most appropriate of these three methods for evaluation of vocational education.

2. Outputs of vocational education are the products of vocational education, whether graduates, pushouts, or dropouts. Outcomes refers to the interaction of these products with the environment. Factors outside the authority and influence of vocational education which affect outputs and outcomes are analyzed. The conclusion reached is that vocational educators have the goal of determining what vocational education is being evaluated on, should be evaluated on, and then what vocational education can be validly evaluated on.

3. In vocational education, the evaluation of efficiency and effectiveness is as complex, if not more complex, than evaluation in industry. Industry simply can use profit and loss statements for evaluation purposes. Vocational education has many other relevant factors that cannot be accurately compared.

4. If one is to evaluate policy, then there are some primary considerations to be included: policy needs to be understandable, compatible with organizational and individual purposes and interests, and physically and mentally accomplishable.

In that there is no national, no top level policy for vocational education, it is nearly impossible to infer at any level the degree to which the above mentioned considerations exist.

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INNOVATIVE PROGRAMS DESIGNED FOR STUDENTS WITH SPECIAL NEEDS

UNIVERSITY OF GEORGIA

Presenters:

Dr. Fannie Lee Boyd
Jennell Rogers Griffith
Susan Mahar

Purpose:

The general purpose of the practicum is to help graduate students in identifying and understanding handicapped and disadvantaged persons, to provide an orientation to the existing types of educational programs provided for these persons and to acquaint students with the problems encountered in training and job placement of handicapped and disadvantaged persons.

Objectives:

At the conclusion of the practicum students will:

1. Be able to identify handicapped and disadvantaged persons and have an understanding of the general characteristics of each group.

2. Know the unique problems relating to job preparation and placement.

3. Understand the classification and training provided through special education for the handicapped and disadvantaged.

4. Understand the evaluation procedures utilized by Vocational Rehabilitation and be knowledgeable of programs and services provided by Vocational Rehabilitation.

5. Be able to identify and explain the purpose and services provided by state and community support agencies and organizations.

6. Be familiar with effective teaching strategies used in working with the handicapped and disadvantaged students.

7. Recognize problems many students have with effective communication and can cite sources which can help students in overcoming these problems.

8. Know some of the attitudes and practices of business and industry toward hiring the handicapped.

Training Component:

Techniques of teaching EMR students in Consumer Homemaking classes.

Training Objectives:

Upon completion of the training, each participant will:

1. Demonstrate an understanding of needs and special problems of EMR students.
2. Demonstrate the ability to use appropriate teaching techniques to teach EMR students in Consumer Homemaking classes.
3. Present, prior to the completion of training, plans for meeting the needs of EMR students in Consumer Homemaking classes.

Program Design:

This workshop shall utilize staff in Home Economics Teacher Education and consultants from Special Education. Materials produced by participants will be edited and published in a bulletin which will aid other Home Economics teachers who have EMR students in their classes.

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"AN ON-SITE VISIT TO APPALACHIA"

THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Presenters:

Joe Hill
Jane Lewis
Ruth Volz

The Appalachian Region, as referred to in most of today's literature, is a province of the American South; but most important, it is an integral part of our national structure. To most, the vastness and conditions of the Region are not easily comprehended. The total Appalachian Region stretches from Canada to Alabama (more than 1200 miles), though the region familiar to most includes portions of Maryland, Virginia, Tennessee, Kentucky, North Carolina, South Carolina, Georgia, and Alabama. This latter area referred to as the Southern Highlands or Southern Appalachian is an upland region with a great central depression. It is sometimes referred to as the "back yards" of the southern states.

The stereotype of the "mountaineer" which is so firmly fixed in many minds bears little resemblance to the reality of today - or any other time. The residents watch the same television programs and, less often, read the same books as do people elsewhere. The population of the Southern Appalachians is in a period of transition, reflecting the economic and social changes taking place in the Region.

The isolated mountaineer perpetuated few changes or improvements of mores, attitudes, and practices of the North Carolina and Pennsylvania border of 1775. The world ignored the mountaineer as he ignored it.

The mountaineer has been betrayed countless times by his ancestors, the timber barons and coal corporations, politicians, and educators. Today in dozens of countries, "welfarism" is the chief industry.

There have been several times in which the Appalachia Region has been rediscovered. The last time was John F. Kennedy while he was campaigning through West Virginia. All people are still feeling the effects of this last discovery through economy, education, and culture.

Agriculture has been a traditional economic mainstay for many areas of the region; but the national agricultural revolution, involving a shift from subsistence to commercial operations has lagged in the Southern Appalachians.

The natural resource industries in the Southern Appalachians contribute substantially to the economic base of the territory. The two largest, coal and forest products, are among the most fundamental in the nation.

As agriculture, mining, and forestry have declined in economic importance, the people of the Southern Appalachians, as elsewhere have increasingly looked toward the development of manufacturing industry to provide economic salvation.

Much of the mountain area that is lacking in other resource possess a rare natural beauty that is likely to become an even more precious commodity as metropolitan sprawl threatens to engulf the nation. There is little reason to doubt that the potential of the tourist industry is much greater than has been realized to date, and that properly developed it will be a tremendous asset to the Appalachian economy.

The Appalachian Region has made considerable progress in education since 1935. On the other hand, its progress has been so little when compared with that of the states or the nation as a whole as to merely dramatize its loss of pace.

Education in the mountain countries of Appalachia is the product of a nearly perfect system. Poverty, politics, and the catatonic consequences

of deprivation and exploitation have left most of the mountains schools generations behind the rest of the nation. In their isolation, they educate children for the community and for the futility that surrounds them. In preparing children for the larger world they deal with the irrelevant.

Locked in by mountians, reared in the rugged culture of the timber and coal industries, most Appalachian youths have regarded school as a desultory experience and sought to escape as soon as possible. Nothing in the region's history has caused the people to demand quality education.

Religion in the Region, especially in the rural areas, seems to be an integral part of the folk culture, passed from generation to generation by word of mouth. This oral tradition, somewhat scrambled in transmission, appears to be largely independent of professional clergy or formal church life. Such folk traditions usually suffers decay and decline during periods of rapid culture transition such as the present.

PRESENT STATUS OF CAREER EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Presenter:

Winston L. Underwood

The concept of career education has evolved from many decades of experience and experimenting with career development theories. Super, Maley, Herr, Goldhaber, Taylor and many others have theorized about the need to make the educational experience more relevant to the "world of work".

The new emphasis on career education could possibly have begun in 1961 when the late President John F. Kennedy requested the Secretary of Health, Education and Welfare to organize an advisory committee from education, labor, industry, agriculture and lay public to be responsible for reviewing and evaluating the National Vocational Education Acts. It was from the work of this committee that the Vocational Education Act of 1963 was finally adopted (Nystrom, 1973).

With the new vocational act a new type of vocational education program was started. The new theme broadened the concepts of education for work and a new emphasis on training the youth of this country (Nystrom, 1973). Evans and others (1969:1) stated that, "The 1963 Act was the product of a growing sensitivity to human welfare, and its emphasis was upon the people who needed skills rather than upon the occupation which needed skilled people."

The 1963 Vocational Act provided for an evaluation system which allowed the Vocational Education Advisory Council to monitor the act and recommend improvements. It was through the recommendations of this council that resulted in the 1968 Amendments to the Vocational Act of 1963. It

was through this act that the concept of vocational education was broadened to include many of the ideas now being discussed in career education.

The 1972 Educational Amendment provided additional support for vocational education in the community colleges and other post-secondary institutions. Through this act the Bureau of Occupational and Adult Education was established in the United States Office of Education. Also, The National Institute of Education was created under this act.

The concept of career education, as we now know it, entered the mainstream with Dr. Sidney Marland's speech to the National Association of Secondary School Principals in Houston, Texas, in 1971. Although many educators had written about the need for this kind of education, this was the first time that a new name was presented.

The Congress of the United States placed a continued emphasis on Career Education when it adopted the Educational Amendments of 1974 (public Law 93-380). This law provided for the establishment in the Office of Education, an office of Career Education. The office was authorized to make grants to state educational agencies for the purpose of developing state plans for the implementation of career education programs in the local educational agencies of the states. (Educational Amendments of 1974, August 21, 1974:69-71).

During the 1973-74 school year the Bedford County School System in Virginia received two grants to develop a model for career education. The first grant was received through U.S.O.E. under Part D exemplary funds. This grant was to be used to develop a model for Career Education k-14 in a rural-urban school district. The second grant was to be used to develop career education instructional television programs. The purpose

of this presentation will be to present a part of three of these television programs. For additional information please contact:

Mr. Charles A. Patsell
Career Education Supervisor
Bedford County Public Schools
310 South Bridge Street
Bedford, Va. 24523

CRITICAL ISSUES IN VOCATIONAL-TECHNICAL EDUCATION

OCCUPATIONAL AND ADULT EDUCATION

U.S. OFFICE OF EDUCATION

DR. WILLIAM F. PIERCE

DEPUTY COMMISSIONER

LADIES AND GENTLEMEN:

During this, our bicentennial year, many people have been engaged in and will continue to engage in, a fairly critical analysis of all facets of America after 200 years.

As we move, seemingly at a wildly accelerating rate into our third century, that introspection leads us to make some assessments of where we'd like to be as a nation as compared to where we are. I think we'd all agree that this self-analysis leads us to be pleased with some of the things we see in ourselves and disturbed over some others. Not hand wringing disturbed, but kind of "Son-of-a-gun-we've-got-to change that" disturbed. I saw a bumper sticker recently that reflected very well this level of concern. It recognized our pride in what we've accomplished while, at the same time, demonstrating our willingness to continue to improve on what we've got. The sticker said simply--and ungrammatically--America, it ain't perfect, but we ain't done yet!

It seems to me that, as the future leaders of American Vocational Education and, indeed of American Education, this conference reflects your interest in perfecting that portion of America with which you are professionally most concerned. Why else would you want to look into critical issues in Vocational-Technical Education? Surely, not simply out of curiosity! Surely, not just as an academic exercise! Webster defines critical

issues as conclusions, or matters, or questions, or a set of conclusions whose merits or faults are under, or have been under consideration. A careful analysis of points or questions to be disputed or decided.

That definition suggests a condition in need of correction in order to maximize services to people.

Last June I met with the directors of the 28 OE approved EPDA professional development training institutions and asked them to consider the possibility of focusing the attention of those 28 institutions on some of the critical issues facing Vocational and Technical Education now and in the years to come. Those institutions have at their disposal, embodied in their faculty and staff and in the over 450 EPDA fellows, an incredible amount of potential energy which in my opinion would be focused on any one of the critical issues in Vocational and Technical Education. It was my feeling that with the rich and varied background that each of the EPDA fellows bring to his/her program that at least some of you would think it appropriate to devote some portion of your time during your fellowship experience to the solution of at least one of these problems. In my opinion, the potential power embodied in the EPDA fellows and in the 28 institutions could be correctly characterized as being dispersed and widely diffused and forming a pattern similar to that made by shotgun pellets fired at long range. I wondered aloud with them if it weren't possible to at least attempt to focus the energies of some of you in such a way that your joint efforts would be more appropriately characterized as rifling in on the problem. I am delighted that the Southern Regional Vocational Education Leadership Development Consortium has responded to that challenge by organizing this conference.

Incidentally, it is my belief as I said earlier, that a critical issue is a condition in search of a solution. I further believe that those issues are soluble if enough talented people will simply turn their attention to that solution for an appropriate period of time. As we look at the bicentennial year and think of our 200 years of rich history, we could, I think, list many examples of critical issues in this country which were solved in just that way. Perhaps the most recent and striking example of a concerted effort leading to the solution of a critical issue began when President John F. Kennedy declared that it was critical to this nation for us to place a man on the moon during the decade of the 60's. A fantastically wide variety of people focused their attention on the seemingly insoluble problems surrounding that issue and this country, as you know, did place a man on the moon during that decade.

Now, human problems are admittedly more difficult to solve than those relating to the miniaturization of hardware but, as I said earlier, I think they are soluble.

Quite frankly, the involvement of you and your institution in a set of issues would have a couple of other side effects which I feel would be beneficial to Vocational Education.

We are all, of course, products of our environment and shaped by our experiences. Consequently, my perception may be distorted by my own bias. However, I have felt for a long time that the incredibly powerful research potential represented by masters and doctoral dissertations was being wasted. Like most doctoral candidates, I suspect, I embarked upon my dissertation with high hopes and high ideals about the ultimate impact of my work. Like far too many such works, I have a nagging suspicion that only 3 people ever

read that document. My wife, who typed it, my major advisor who read every word (and changed many of them--several times) and, of course, I represent the third. When I started, I had hopes for greater impact than that! If my experience is at least reasonably typical of the majority of graduate students, it seems to me that my proposal to the 28 directors represents one way to get more practical pay off from those research efforts. This seems especially appropriate to me since the amount of federal research and demonstration money available to address these issues seems to be under attack by Congress and therefore drying up. That then was the first of my ulterior motives: To attempt to direct more of your efforts toward the solution of national problems in occupational education.

My second ulterior motive was to generate a little more creative tension in the system. More often than not, the solution to a problem requires a change in the system and changing the system is hard work and often meets with complacency and resistance. Someone said the other day that people don't resist change, they resist being changed. It is my hope that as you young leaders move into more and more responsible positions in Vocational Education, an experience during your graduate program which sensitized you totally to one or more critical issues would make you receptive to the need for change on the one hand--and if the observer was right, willing to be changed personally on the other. Lest someone misinterpret my position, I want to make it clear that I am not an iconoclast. I do not believe the system of Vocational Education is so bad that it needs to be destroyed. Conversely, however, I am inalterably convinced that we cannot allow ourselves to become complacent, and we tend to do that in

Vocational Education. I get the feeling sometimes that we, as Vocational Educators, get defensive and resistant to change because we simply can't tolerate an "outsider" telling us there's anything wrong with the "institution" of Vocational Education. That, of course, represents misplaced loyalty. We shouldn't be blindly loyal to Vocational Education but to solving the needs of the people--the youth and adults--that Vocational Education was established to serve. As future leaders I would ask a lot of things of you, but one of the most important is to constantly keep in mind the fact that all your decisions, all your policies, all your selected solutions must be focused upon the people we serve, not upon maintaining, unchanged, the institutions we have created to serve them. I would hope, therefore, that our attitude toward change in Vocational Education could always be reflected in the thought, "It ain't perfect, but we ain't done yet!"

Before talking briefly about the nine critical issues I suggested to the 28 directors in June, I'd like to spend a little time suggesting to you a set of conditions which determine how an issue becomes critical and sharing with you a list of other issues which are also candidates for anyone's "critical" list.

Critical issues in Vocational Education seem to be identified by a wide variety of sources or groups or perhaps in some cases individuals. For example, the recently released Government Accounting Office report on the administration of Vocational Education contains discussions of several features of the Vocational Education delivery system which then lead to certain conclusions about the merits or faults of the system under consderation. Now, unfortunately, that GAO report tended to look only at the faults and seldom, if ever, discussed the merits of Vocational Education. And from

The fourth way that critical issues are identified in Vocational Education is through evaluation. Either third party or self-evaluation of the Vocational Education system and its impact upon people. Those evaluations are more often than not initiated and funded by a third party or an outside agency--someone extraneous to the delivery of Vocational Education services. Of course, the fifth and final way for critical issues to be identified in Vocational Education is through Vocational Educators themselves. And, unfortuantely, this fifth way which, I think, everyone would agree should be the best way to identify critical issues--by the practitioners, by the people who on a day-to-day basis observe what's going on in Vocational Education and can therefore evaluate its effectiveness on site, is, in reality the least effective way of identifying critical issues in Vocational Education. It's probably safe to say that neither Congress, not an advocacy group, nor evaluators have ever identified a critical issue in Vocational Education which we, the practitioners, were not aware of. But apparently, simple awareness is not enough. Even though we are aware of the problem by virture of having to deal with it in small ways day by day, we don't raise that problem to the appropriate level of consciousness so that it can be dealt with in such a way that the issue doesn't become critical. One message, therefore, that I would like to leave with you as you consider critical issues in Vocational and Technical Education during the course of this Conference is that we as Vocational Educators must, it seems to me, assume greater responsibility for identifying those issues that become critical and finding our own solutions to the issues before they are pointed out to use by outside groups. We must be active rather than reactive, and we must assume the initiative ourselves. We must begin to assume the appropriate leadership role.

that standpoint it was, as I said from the very beginning, a badly balanced assessment of the condition of Vocational Education in this country. That inappropriate balance notwithstanding, the report did assess certain features of the program and did point out to us that we had not been responsive to, in some cases, the will of Congress, and in other cases to the simple needs of people in Vocational Education.

The second way a critical issue is identified is through the activities and the actions of various advocacy groups in this country. For example, those people who worry about the physically, mentally and emotionally handicapped of this country, keep bringing pressure to bear against administrators, against congressmen, against Vocational Educators in all walks of life in an effort to make us sensitive to the fact that we have not provided Vocational Education services to very many handicapped individuals in this country over the past four or five years. Groups concerned with the rights of women have been responsible for sensitizing us to the critical issue of sex role stereotyping in Vocational Education. And on and on goes the list of the second way that critical issues are identified in Vocational Education through the activities and the concern expressed by advocacy groups.

The third and perhaps most important way that critical issues are described in Vocational Education is through the activities of Congress. In 1963, Congress passed a landmark bill, and in so doing further indicated to us what it viewed some of the critical issues of Vocational Education to be. And finally, the Senate and the House have under consideration at this very moment, the Vocational Education Amendments of 1976 which may well become the most sweeping indicator of critical issues in Vocational Education that Congress has ever produced.

I have suggested for your consideration, five ways in which critical issues of Vocational and Technical Education are identified. There may, indeed, be others that I have missed. The point that I wanted to make, however, whether the number is five or more, is that Vocational Educators, the group which should have the most influence in identifying critical issues in Vocational Education, seem to be last in line and therefore least influential. I don't think that's appropriate! If you, as prospective future leaders of Vocational and Technical Education are going to add a little creative tension to the system, as I have suggested you should, what better way to do it than to be sensitive to the fact that we don't bring about change in our own system. And to commit yourself to moving Vocational Educators, as the identifiers of critical issues, from last to first.

Before I address the nine critical issues around which the institutions in this consortium have designed this conference, I want to clarify an important fact. I'm concerned that you not leave this conference with the impression that nine issues; the nine issues around which this Conference has been organized and for which papers have been developed by each institution, are the only critical issues in Vocational Education. And so that you don't leave here, therefore, with a distorted view of the critical issues in Vocational and Technical Education, let me briefly mention a few other critical issues which I think must also be addressed if we are to really improve the quality of Vocational Education programs available to the youth and adults of this country. Let me remind you that a critical issue was previously defined as a condition, a question, a matter, or a set of those things, whose merits or faults are under discussion, or have

been under discussion. Some additional critical issues in Vocational and Technical Education, therefore, are as follows:

First, the issue of the CETA-Vocational Education manpower delivery system. With the passage of CETA legislation and the simultaneous collapsing of the old MDTA legislation, Vocational Educators, in my opinion, and in the opinion of a number of others seems to have walked away from the need for the Vocational Education delivery system to provide appropriate educational services to some recipients of Comprehensive Employment and Training Act programs. Now, I can't be guilty of a total generalization and therefore, must admit that this is not true of all Vocational Educators. In addition, the reason some Vocational Educators responded that way is understandable. The CETA legislation certainly contributed to writing educators out of the manpower delivery system. It seemed to many of us that we had received clear signals from the Congress that they did not want educators to provide Vocational Education services to CETA recipients. For some Vocational Educators, the legislation provided a clear signal that Congress no longer wanted institutional training similar to what had been conducted under MDTA. Therefore, two years ago, when CETA first became operative, it really represented an unknown area--with new relationships being developed and old relationshiops being destroyed.

And, Vocational Educators, as I said, in some instances simply walked away from any responsibility that they might have had in seeing to it that the established delivery system in Vocational and Technical Education would be used by the prime sponsors to provide educational services to CETA clients when such services were appropriate. Consequently, of the 80 MDTA skill centers which were operating when MDTA was phased out, there

are programs currently being operated through the prime sponsors in only about 50% at those centers. In many communities prime sponsors have established their own training programs, separate from and independent of the established Vocational Education system. That's not true in some communities, that's not true in some states, but it is true far too often for us not to say, that the relationship between the CETA and Vocational Education manpower educational delivery system is a critical issue in Vocational Education. Congress has recognized this critical issue by insisting in the versions of Vocational Education legislation currently under consideration that those relationships at the Federal and State and local level be described in writing.

A second issue is the development of an adequate data collection, retrieval and analysis system in Vocational Education. We have a data retrieval system that is at best archaic and at worst, in some instances, misleading. We do not collect good data, we do not collect accurate data, we do not report that data well, we have inappropriate ways of analyzing that data and determining through that dataa the successes and failures of Vocational Education. There needs to be developed in this country, a system for collecting, retrieving and analyzing Vocational Education so that we can find out for ourselves how badly we do in some instances. Only in this way can we continuously improve and fine tune the system of Vocational Education.

Third, is the issue of curriculum development. That issue revolves around whether or not we should spend our money at the Federal, State and local level in developing curricula for new and emerging occupations or for revising, refining and updating curricula in existing occupations. Some,

and I think Congress feels this way, would say that our role ought to be only in the development of new and emerging occupations. Others would suggest that there are not that many new and emerging occupations and what we ought to really be worrying about is the quality of education being offered to our young people, irrespective of the occupation, and that one of the ways that quality can be improved in Vocational Education is through the development of better curricula. That issue revolves around the problem that we face in Vocational Education in trying to identify what are truly new and emerging occupations. Once an occupation is identified as new or emerging, we face the problem of having curricula materials ready and people trained in the use of those materials so that as the labor market demand begins to emerge, the supply of people to fill that demand begins to be provided. Another facet of this issue is who should develop curricula. Some would tell you that curricula materials should only be developed at the local level, because teachers refuse to use materials that are developed by anyone but themselves. Others will tell you that the issue is not who develops materials, but the need to prepare teachers to know how and are committed to the adoption of materials that have been developed by others. Anyway you look at it, there are several problems associated with the development of curricula materials in Vocational Education, and I submit to you, that this is also a critical issue.

Next, is the issue of competency-based teacher education. Competency-based teacher education is quickly gaining stature around the country. There is a great deal of research underway in this area and a great deal of activity has been generated in, as well as outside of Vocational Education, in developing competency-based teacher education materials, and competency-

based teacher education preservice and in-service programs. The question of what is the role of competency-based teachers in Vocational Education is one which, in my opinion, has not been appropriately addressed. Given the natural fit between Vocational Education, the development of performance objectives, the opportunity to rather simply determine whether or not a student can perform at a particular level argues for more competency-based teacher education in Vocational Education, and yet this does not seem to be an area that has been embraced with a great deal of fervor and a great deal of uniform commitment by Vocational Education teacher educators. I wonder why? I question the wisdom of ignoring competency-based teacher education and suggest to you that this too is an issue--a critical issue in Vocational Education.

The next candidate for a critical issue in Vocational Education is that of clustering. Some years ago, the U.S. Office of Education developed fifteen career education clusters in Vocational Education. Since that time, the U.S. Office of Education has used a portion of the Commissioner's discretionary funds to develop curricula materials in each of the fifteen clusters. The question that still remains, however, is "What role are clusters to play in Vocational Education in this nation?" Theoretically, the concept of clustering could replace all Vocational Education instruction, at least, at the secondary level. In addition, it could provide all of the required awareness activities and exploratory activities at the Junior High School level. In short, clusters could conceivably make a massive difference in the way Vocational Education instruction is offered--at least up through the secondary level. The issue that faces us is that

Vocational Educators seemingly have not adapted or been willing to adopt the concept of clustering. Consequently, they continue to provide Vocational education instruction in very much the same way as it has always been provided. Some people feel, and I happen to be one of them, that the instructional program at the secondary level is too course or industry-specific and that we do indeed, as our critics suggest, provide young people with course material which is far too specific. And in so doing, we drastically limit the career or occupational selections available to vocational students. The clustering concept suggests that the instructional program would be less specific but that many more uniform and standard concepts, which are common to a wide variety of occupations within that cluster would be provided to each young person. The individual student could, therefore, ultimately select a specific occupation from a much wider variety of opportunities. Others, of course, contend that to provide Vocational Education instruction at the secondary level patterned after the clustering concept would simply assure that vocational students do not get enough specific skills training in any one occupational area to make them employable. The appropriate level and the appropriate role of clustering in Vocational Education, particularly at the secondary level, is an issue which, in my opinion, must be resolved.

The type and amount of instruction at the postsecondary level represents another issue. Since 1965, the percentage of increase of postsecondary Vocational Education has exceeded that of secondary and adult education by as much as five times. There has been, therefore, a fantastic growth in the amount of postsecondary occupational education in this country over the last five years. The fact remains, however that out of 13 1/2

million individuals enrolled in Vocational Education in this country, only 1 1/2 million of them are found at the postsecondary level. Although the Bureau of Labor Statistics data indicate that by the 1980's as much as 80% of all the occupations in this country will require more than secondary training but less than a baccalaureate degree, the fact remains that only about 12% of our current enrollment in Vocational Education is at the postsecondary level. There is a companion problem associated with the issue of the amount of postsecondary occupational education being provided in this country, and that has to do with our cost effectiveness. Today, approximately 24% of all Federal funds allocated for Vocational Education are spent for postsecondary Vocational Education. However, as indicated earlier, only about 12% of the enrollments in Vocational Education are at the postsecondary level.

There seems, therefore, to be a question of cost effectiveness in postsecondary occupational education. For these reasons, I contend that the issue of the quantity and quality of postsecondary occupational education in this country is one which remains unresolved.

The companion issues of credentialing and barriers continue to present problems for which we have not yet found solutions. Credentials represent the historical method by which we attempt to assure quality in Vocational Education. And insofar as they accomplish that, they are obviously good and necessary. However, oftentimes the credentialing requirement is administered in a very arbitrary fashion. How many of you have seen requirements for credential which, on their face, made little sense? For example, the requirement that an individual must have eight years of teaching experience in a particular field before they can become

an administrator in Vocational Education and the requirement that an individual must have met certain other kinds of time specific requirements which, upon analysis, represents not so much a measure of quality but simply a measure of how long one may or may not have paid his or her dues. Such requirements make it impossible for individuals who want to, and who might otherwise be qualified, to get into Vocational Education, to break into the field, simply because they have not met an arbitrary standard. I do not want to be misunderstood and, therefore, quoted as saying that we should eliminate all credentialing requirements. I simply say that, we have not yet reached an appropriate balance between the type and quantity of credentials required and the barriers that such requirements place in the way of qualified individuals entering the field of Vocational Education and in our way as we attempt to improve the quality of instruction and the quality of administrative decisions in Vocational Education. Based upon some recent decisions, if we don't resolve this issue ourselves, the courts will. Time does not allow a discussion of such additional issues in Vocational Education as the relationship of Vocational Education to career education and the relationship of Vocational Education to the concept of lifelong learning or the issue of accountability (or the lack of it) in Vocational Education. Suffice it to say that I have provided enough examples of additional issues in Vocational Educaiton to assure that you will not go away from this Conference with the mistaken impression that the nine issues around which the papers were developed for this Conference represent all of the critical issues in the field of Vocational Education.

Why then did we elevate the nine issues that are highlighted in this Conference as being so critical that we included them in the Administration's Vocational Education legislative proposal? For us, these nine issues met each of the following five criterion, and, therefore, were deemed to be the most critical of all issues in Vocational Education. First, all nine issues have been identified by most, if not all, of the five groups or types of individuals I identified earlier as being those who identified critical issues in Vocational Education. Second, all nine of these issues affect vast amounts of the people we serve in Vocational Education. Third, they are issues which fairly specifically address the Federal concern over Equal Educational Opportunity. Fourth, they are issues which address the unique needs of a uniquely identifiable group of people. For example, the handicapped or the disadvantaged or those who live in urban centers. And finally, they're all issues which are almost all interrelated. Therefore, the solution to one is a partial solution to the others. It is, for example, impossible to speak of Vocational Education programs for urban centers without at the same time considering the implications for counseling and guidance, for persons with special needs, for programs directed at the needs of unemployed youth and adults, for bilingual education and for the improvement of the correlation between labor market supply and labor market demand. With that introduction, let me now turn to a brief discussion of each of the nine issues which were originally selected for inclusion in the Administration's Vocational Education legislative proposal.

The first priority is the need for Vocational Education programs in urban centers. There are approximately 16,500 school districts in this country. I'm told that if you rank order those districts by size, by the

time you get down to about the 450th largest school district, you will have accounted for 50% of all of the school children in this country. If that is true, it simply means that the other 50% are spread among the remaining 16,000 school districts in the United States. On a per capita basis, therefore, one could argue that at least 50% of the Federal Vocational Education funds should currently be allocated, by the States, to those top 450 school districts. That, of course, is not the case and we know very well that the amount of funds allocated to the major cities of this country, the urban centers, do not in any way approximate the number of individuals in those urban centers who can, by anyone's definition, be considered disadvantaged or who will, by anyone's definition, meet the criteria for economically disadvantaged or who, by almost anyone's definition, are in need of additional Vocational Education services. Couple that with the fact that the major cities are confronted with a tax structure that leads to something called municipal overburden (parenthetically, the municipal overburden problem relates to the cost of providing city services to people in the urban centers as compared to the same cost of providing such services to people in rural communities) and it becomes rapidly apparent that the urban centers have a very unique problem. Almost as an aside, but certainly something which, in my opinion, exacerbates the problem is the fact that most of the leaders in Vocational Education in this country are rural oriented. Most of the top leaders in universities and State Departments of Education and in the Office of Education come from small communities. And many of them come directly out of the field of agricultural education. Consequently, the Vocational Education leadership of this country often does not have a good grasp of the special problems that confront Vocational Educators in the major cities

who are responsible for trying to bring about change and improve Vocational Education programming in those cities. And, finally, it has been my experience that the cities are so locked into the bureaucratic structure of a large city school system that the needs of young people are oftentimes not met simply because of the size of the bureaucracy. The problems of the major cities are compounded, of course, by the fact that it is in the major cities that we suffer from a reduced tax base by virture of businesses moving from the center cities to the suburbs, from the phenomenon of white flight, from the fact that the center cities are populated principally by minority groups and the poor, and by the fact that most major city school systems do not have the physical facilities to provide good Vocational Education programs. And they do not have the local resources to address that last problem even when Federal funds are available on a matching basis. These are probably good and valid reasons why Vocational Education in the major cities has not been appropriately addressed. The fact remains that Congress expected us to address the problems of the major cities when they passed the '68 legislation and we have not accomplished that. I don't think we have even begun to meet the needs of the individuals who live in the major cities of this country. And I submit to you, that as the major cities go, so goes this nation. We cannot have a strong, viable, profitable nation if we don't have strong, viable cities.

The second issue is in a very real sense, the opposite of the first, and that is the issue of the need for rural manpower development. As the number of family farms in this country have been reduced over the past few years, we have created, in the rural areas of our country, an excess labor

force which is untrained and unskilled in anything other than agriculture. These people need, by virture of no longer being employed as productive farmers, new and usable skills so that they can move from the farm into other parts of the labor market. Our response to this need, in my opinion, has been unimaginative at best and generally unresponsive at worst. What is needed, of course, is a strong adult education program in rural communities. The second problem relating to this issue is the fact that our data show that we are not even meeting the replacement needs in agriculture and agri-business as currently defined by the Department of Labor. The assumption has been that because we have approximately 325,000 young people enrolled in productive agriculture programs and another 325,000 young people enrolled in agri-business programs and that we have an annual replacement need of about 650,000 people that we are actually exceeding the demand with our supply of trained people. The fact is, however, that the 650,000 young people enrolled in agricultural education are enrolled in grades 9 through 12. And the truth of the matter is that if you look at the actual number of graduates of the agricultural production and agri-business programs at both the secondary and postsecondary level, we are providing to the labor market, only about 125,000 trained people annually. And as I said, we have an annual replacement need of approximately 650,000. Consequently, we continue to have a rural manpower problem during a time when, on one hand, many people are criticizing us for continuing to train individuals for what they view as a declining industry, with little or no demand, and on the other hand, we are beginning to see some critical social problems emerging nationally and internationally by our lack of ability to provide food, fiber and feed in sufficient quantities to feed the world's population.

Yet a third problem which compounds and exacerbates this issue is related to the type of instructional program which can be offered in rural communities. Because of the lack of students, the smallness of the communities and, therefore, the lack of business and industrial settings to which students can be assigned cooperative work study experiences, the opportunities for a wide variety of Vocational Education experiences is very limited in rural communities. The instructional question that is raised, therefore, is how can appropriate Vocational Education options be provided to students who reside in rural communities? Can we use simulation? Can we use audio-visual materials to a greater degree? Is it possible to utilize mobile labs much more extensively than we have in the past? The accident of one's birth and the choice of residence should not limit the Vocational Education opportunities available to a young person. The instructional question is: How can we see to it that those conditions do not limit their choices and opportunities.

The third issue is the need to develop guidance and placement centers throughout th country. In 1974, the public and private high schools of this country graduated almost 3.1 million students. Our secondary schools have been graduating more than 3 million students since 1971. And census predictions indicate they will continue doing so through the year 1981. In 1973, more than 53% of high school graduates did not enter postsecondary education on either a full-time or part-time basis. This means that during that year more than 1,634,000 students between the ages of 16-19 years were eligible to enter the labor market. It is, therefore, no wonder that this has been the largest demographic group with the highest unemployment rate. And, during the year 1974, it represented 16% of all unemployed workers.

Most guidance today occurs within the framework of the academic high school. Only on rare occasions does one find guidance counseling with personnel having atypical backgrounds. Interestingly enough, atypical in this sense means someone with a direct experience in business and industry. The amount of such services available to students at the secondary and postsecondary level is indeed small and to adults seeking counseling and placement, such services are virtually nonexistent within the public sector.

Given these conditions, which I am sure are not unfamiliar to any of you, the fact remains that, in Vocational Education, we have been spending only about 3% of the Federal funds for vocational guidance purposes. In our legislative proposal, we didn't call simply for additional counseling and guidance services, but purposely called for the development of counseling and guidance centers. The idea of a center suggests a location which will provide a full range of services to the individual and also suggests that those services could be provided within the confines of the school, but could also be provided outside the school and in settings more closely related to the community. And that then leads one to think of a center as a place or a location within the community in which guidance counseling and placement services would be provided not only to the secondary and postsecondary youth of that community but also to the adults of that community. There is sufficient evidence to suggest that one of the problems faced by adult learners is that they have no place to go where they can receive information regarding labor market demands, the potential for employment, required skill level and all of the other questions that adults need to have answered before they can make either an initial employment decision, a

new employment decision or an educational decision. In short, what youth and adults need, in my opinion, is a one-stop shopping center for counseling guidance and placement services, and that center should not only be available to but should cater to both youth and adults.

The fourth and fifth priorities deal with programs for persons with special needs. Our data indicate that in 1975, Vocational Educators provided Vocational Education services to approximately 1.6 million disadvantaged individuals. That 1.6 million represents a signficant and impresssive increase from five years ago. However, other data available to us indicate that we have just barely scratched the surface in meeting the needs of the disadvantaged. For example, using figures provided by compensatory education, we find that there are 10 million individuals below the age of 18 who are classified as disadvantaged and 27 1/2 million adults who are so classified. Now, obviously, not all those 37 1/2 million disadvantaged individuals want or need Vocational Education. However, it stands to reason that if there are 37 1/2 million people who potentially could use our services, that the 1.6 million people for whom we provide services truly represent a very minute portion of the individuals who whould be receiving Vocational Education instruction. In the area of the handicapped, in 1975, we provided Vocational Education services to approximately 234,000 handicapped individuals in response to the 10% mandated set aside required in the 1968 amendments. That again represents a fantastic growth over the last four or five years in the number of individuals who are now receiving Vocational Education services. However, data indicate that there are approximately 4.4 million handicapped youth

and adults in this country. Once again, 234,000 out of 1.4 million can hardly be considered to represent the sum total of the need. Finally, this issue is further compounded by the fact that the Education For All Handicapped Children Act will require that appropriate services be provided to all handicapped children in this country. Once the states began to assume the responsibility mandated to them in that legislation, it is assumed by the staff of my Bureau and by the staff of the Bureau of Education for the Handicapped that a very appropriate response to the needs of the secondary students identified by the school districts will be Vocational Education. The fact remains that we have very large numbers of individuals who are either disadvantaged and/or handicapped for whom we are simply not yet providing Vocational Education programs. Therefore, these issues were identified as two of our nine critical issues.

Priority six deals with the correction of sex-role stereotyping. Since 1947 the number of working wives has soared to 20 million--up 200%. The median income for families with a working wife in 1974 was $16,461 compared to $12,836 for families without one.

Today, 53.9% of all women over the age of 18 are in the work force. Even if a woman marries, she can expect to work for 25 years.. Thirteen million women with children are in the work force.

Stated differently, according to the Secretary's Advisory Commission on the Rights and Responsibilities of Women, more than 90% of all American women work for pay at least part of their life. Title IX of the Education Amendments of 1972 said that Vocational Education could no longer treat those women, or any women for that matter, unfairly and unequitably and

could no longer discriminate against them on the basis of sex. However, in 1973, a team from the Office of Civil Rights looked at 11 area vocational schools in five states. They found manuals or program descriptions which recommended or limited courses to either boys or girls. They found orientation programs which separated the sexes by identifying girls with nursing and boys with engineering.

In such vocational schools, the mix between the sexes was generally directly related to the type of program. For example, equitable balances are usually found in the Office and Distributive occupations. Health occupations on the other hand, are predominantly female oriented while trade and industrial are male dominated. There are undoubtedly cultural factors at work here which Title IX seeks to ameliorate.

Again, according to the Secretary's Advisory Commission on the Rights and Responsibilities of Women, of those women who are enrolled in Vocational Education, 49.5% are found in Home Economics and 92% of those women are studying materials which do not lead to a wage earning occupation. An additional 30% are found in Clerical, Secretarial and other Office Occupations which are typically and traditionally female intensive occupations. Fourteen percent of those are in other female-oriented occupations such as Distributive Education, Home Economics Gainful Employment and Health-Related Occupations, leaving only 8% of the women enrolled in Vocational Education in other fields, such as Technical Education, Trade and Industrial Education, and Agriculture Education. The major issue, therefore, surrounding sex-role stereotyping is the fact that far too many women are excluded, either purposely or unconsciously and inadvertently, from training opportunities in those occupations that not only lead to

a better career ladder but those occupations which provide a higher standard of living. Two other points need to be made in regard to sex-role stereotyping. First, that sex-role stereotyping pertains to males as well as to females. It is not simply a female-oriented issue, although that of course is where the greatest degree of inequity lies. There are still a number of female-oriented occupations from which men are excluded either by direct and purposeful decisions or by societal pressures which suggest that it is "inappropriate" for a man to engage in a particular occupation. This, I think, is borne out by the fact that George Washington University just graduated the first two male registered nurses in the histroy of that institution.

The second point is that sex-role stereotyping is a pervasive social phenomenon and cannot be laid solely at the door of Vocational Education. Sex-role stereotyping begins very early, in the home, in our society. It's reflected in television programs, and through out counseling system. And although Vocational Education has indeed contributed to the issue of sex-role stereotyping insofar as training opportunities are concerned, I refuse to accept, on behalf of Vocational Education, as I think you should, the total responsibility for sex-role stereotyping in this country.

The seventh issue which we included in our proposed legislation deals with the need to improve the correlation between labor supply and labor demand. In Vocational Education we have not done a very good job of analyzing the labor market needs and continually providing high quality Vocational Education in the areas of greatest need. And consequently there is a large and perhaps growing gap between the trained manpower pool

and the labor market needs relating to that manpower pool. Specifically, we do not do a good job of identifying so called new and emerging occupations and then developing curricula materials in a timely fashion so that we can then provide trained manpower when the need for people in that particular occupation begins to manifest itself in the labor market. We do not often enough reassess and reevaluate ongoing occupation education programs to determine whether the labor market demand, which justified the initiation of that program, is still severe enough or adequate to justify its continuation. We're just now emerging from a period of excessively high unemployment, a period during which the unemployment rate exceeded that of any other time in the last 30 or 40 years and yet, during that time, all one had to do was look in the newspaper and see ad after ad asking for people trained in particular technical areas. I hold us, as Vocational Educators, at least partially responsible for the gap between those who are unemployed and unemployable and the technical and very highly skilled jobs which go unfilled because we have been guilty of not matching labor market supply with labor market demand as well as we should.

This leads us logically and smoothly to the eighth critical issue which deals with "The Need To Provide Vocational Education For Unemployed Youth and Adults."

Somewhere in excess of 70% of all the nation's unemployed live either in urban areas or suburban areas immediately adjacent thereto. These are the very geographic areas where the greatest number of jobs are also available, further proof, I think, of our failure to match the

supply of trained manpower with the labor market demands for particular occupations. It seems to me that this fact adds further support to my first issue which dealt with the need for additional Vocational Education for individuals in urban centers. I don't want to be misunderstood, however, and have anyone feel that I am limiting the problem of unemployed youth and adults to urban centers. This simply illustrates as I said earlier, how the solution to any one of these issues impacts on and provides a partial solution to all or most of the others. Ten years ago, Congress passed the Manpower Development and Training Act which was designed to provide skills training to unemployed or underemployed heads of households. Vocational Education responded to the training needs in that program. Generally, however, MDTA training became an add-on, something in addition to the regular Vocational Education program. Training and services were generally not delivered through the existing Vocational Education training mechanism. With passage of the Comprehensive Employment and Training Act and the provisions in that Act for a much heavier involvement by the Department of Labor and relatively little involvement by the Department of Health Education and Welfare, many Vocational Educators, in my opinion, simply walked away from their responsibility for providing training in the ongoing Vocational Education delivery system to unemployed youth and adults. We have to a great extent left to the prime sponsors, created under CETA legislation, the responsibility for training the youth and adults of our communities who find themselves unemployed. I think that's inappropriate behavior on our part. The highest rate of unemployment in the country is found in youth, ages 16 to 19. And the highest rate of unemployment in that age group, which in some communities approaches 50%, is with Black youth. There must be, in my opinion, in addition to the CETA response to the problem, a two-pronged attack on the issue by Vocational Educators.

The first is the development of sufficient Vocational Education programs for in-school youth to turn off the faucet of unemployed. This, of course, relates back directly to most of the issues that I have already discussed. The second prong of this two-pronged attack, in my opinion, deals with the need for Vocational Educators to provide, with Federal, State and local Vocational Education funds, specific skill training in the existing Vocational Education training sites. Whether those sites be at comprehensive high schools or community colleges or technical institutes or area centers. We have left this issue, and the problems of the people who are affected by it, to others to solve. And yet we claim that we in Vocational Education bear at least some responsibility for providing this nation with a pool of trained manpower. If we do bear such a responsibility, it seems to me that that responsibility is to all the people of this nation, not just to the young people who are still in school or the adults who find themselves in postsecondary institutions.

The ninth and final issue which I wish to discuss with you today is that of Bilingual Vocational Education. In this country, there are thousands upon thousands of Mexican Americans, Cubans, Puerto Ricans, Native Americans, Orientals and other ethnic groups who are unable to compete fairly and equitably in our society due to a very special disadvantagement. And that is the fact that English is not their first language and consequently they have a very basic human problem, the inability to communicate properly and sufficiently to allow them to compete in the labor market. Bilingual Vocational Education recognizes that need, recognizes that special disadvantagement and says to us in Vocational Education, you should provide services to the individuals in our society who suffer from this disadvantagement so that they can, indeed, receive the necessary skills to become employable. As you know,

the program started small, as Part J to the Vocational Education Act. Part J emerged from the Educational Amendments of 1972. Both versions of Vocational Education legislation currently before the Senate and the House have a separate categorical program for Bilingual Vocational Education, with a separate authorization level of about $80 million annually. Now, the issue of bilingualism is not a new phenomena which sprung to life suddenly, overnight in our society. We've had individuals who suffer from the disadvantagement of bilingualism throughout the history of this country, and the Vocational Education Act of 1963 provided us with Federal funds to address that problem, had we only been sensitive enough as Vocational Educators to perceive it as a problem. Again, however, another group, someone other than Vocational Educators, decided for us that bilingualism and the need for Bilingual Vocational Education was an issue that needed to be addressed. And to illustrate how insensitive we sometimes are to issues and why I say we must become more sensitive to defining the issues for ourselves, I would simply share with you the fact that a State Director of Vocational Education from a state in the Southwest recently said, in public, that they have no bilingual problem in that state. And yet, the offices of the Congressional delegation in that state have been bombarding us with data and statistics showing how many people in that state suffer from this special disadvantagement of bilingualism.

Ladies and gentlemen, I spent a lot of time today talking with you about the issues in Vocational Education and I suspect that, by now, you are asking yourself the question, haven't we done anything right in Vocational Education since there seem to be so many unresolved problems. The answer to that question is a resounding yes. Yes, we have done a

great many things right, and yes, we have improved the Vocational Education program in this country immeasurably. And yes, we have begun to meet the special and unique needs of a great many people and yes we can be pleased with what we have accomplished and we should never forget that. But, equally important, we should never forget that probably so long as we work at this business of ours we will never be able to become complacent, because there will always be other groups whose needs are not being met. And we need but to identify them and then begin to address ourselves to the solution of their problems. My plea to you is, that as potential and future leaders in Vocational Education, that you bring with you into the system, into the positions that you will soon be assuming, positions of responsibility and leadership, a commitment to two things in your professional life: first, the continuation of maintenance of a certain level of creative tension in the system which provides all of us with the assurance that we will never become complacent and second, that as you assume your leadership roles in Vocational Education, that you take to those positions a commitment that it will be you and through you, us in the Vocational Education community who identify the issues, set about the resolution of those issues ourselves. That we no longer leave it to those other four groups--Congress, advocacy groups, evaluators or Government investigating agencies--to determine for us what the issues are that we ought to be resolving in Vocational Education.

REMARKS TO EPDA AWARDEES

FIRST SOUTHERN REGIONAL VOCATIONAL LEADERSHIP

ATLANTA, GEORGIA

Presenter:

Dr. William L. Hays
Vice President for Instruction
The University of Georgia

I was extremely pleased to be asked to speak to this first Southern Regional Vocational Leadership Development Conference. Each and every one of you knows so much more about this topic than I ever will, that I have ample grounds for humility. When I was asked for a title for these remarks, I responded with Vocational Education and "Higher" Education, with the "higher" in quotes. Somehow the quotation marks got lost in transmission, but, even so, I'll ask you to restore the quotes to my title as I talk.

Actually, I'm going to make a few comments about the shape of public education, and particularly about public postsecondary education as I see it. I hope that you will bear in mind that these remarks come from someone who is both in and out of the mainstream of this subject. As an administrator in a large public university, I have, of course, many contacts and concerns which the particular kinds of postsecondary education represent. On the other hand, I really have very little direct exposure to the large segment of public education represented by the junior and community colleges, the vocational-technical schools, and adult and continuing education. Therefore, my point of view is doubtless biased, and my concerns are likely misplaced. If so, then I hope that those of you who know better will simply take my comments with a sufficiently large grain of salt, and let it go at that.

However, my very ignorance about these large and important features of American education is a symptom of the problem I wish to discuss. I

feel very strongly that the time has come for some kind of design, for some kind of plan, for what public postsecondary education means, for what the various kinds of institutions offering this kind of education should be doing. What are our respective missions, and what are our end-goals? Moreover, there has to be some better articulation among these institutions of postsecondary education. What articulations should exist among their respective roles? What are their interconnections? Whom do they actually serve? Finally, what constitutes recognizable quality in the various aspects of postsecondary education? Naturally, I'm going to ask these questions, not answer them. But I am concerned that there are not more serious, concerted efforts being made to find answers.

Public education...by which I mean tax supported education....is actually a relative newcomer on the scene. Not until well into the nineteenth century did the idea of the American public school as we know it become widespread. Secondary education as we understand it appeared only fairly late in the nineteenth century. Many of the first American colleges were really vocational schools in the strict sense of that term: they were places where young men went to study for careers in the ministry, in law, and in medicine. Much of the classical education they offered can be viewed as technical preparation for the vocations being served.

Although later universities fell under the influence of the German and English universities with their liberal arts traditions, it was actually with the opening of Johns Hopkins University in 1876 that the modern, graduate-oriented, model of the American University first appeared. Meanwhile, with the first Morill Act of 1862 the seeds of the technical, applied, land-grant university were planted. As time went on, these new

conceptions were superimposed upon colleges and universities already operating under the old classical and liberal-arts patterns. This fact introduced an element of schizophrenia into American higher education from which it has not yet recovered. Ask a faculty member of almost any campus about the purposes of his university, and chances are his answer will depend very much on the school or college he belongs to. Perhaps the public has every right to be confused about the missions of the institutions it supports with its taxes. That confusion begins on the very campuses themselves.

In a recent essay published in the College Board Review, Professor R. Freeman Butts outlined seven basic "purposes" of higher education. Of these seven, Dr. Butts gave a certain priority to four: the search for academic descipline, the search for vocational competence, the search for social efficiency, and the search for self development. I personally believe that the conflict between the first two, academic discipline and vocational competence, generates much of the tension in campus life, and may be the root cause of many of the cries that we in public higher education face.

With the second half of the twentieth century and the advent of large scale mass education, this inherent conflict in mission became critical. Finally, in recent years, with the concept of equal access fully developed, the situation has become almost unbearable, even within a single institution. Regular readers of the Chronicle of Higher Education or of Change Magazine know this litany of cries all too well.

On the other hand, I believe that much of this same kind of confusion exists at other institutions besides the universities. The past few years have seen a tremendous increase in the junior and community colleges, and

in the new pattern of vocational-technical institutions. Obviously, these are meeting enormous needs in response to the pressures for access to postsecondary education...pressures that the baccalaureate institutions could never have met alone.

And yet, these very institutions have inherited their own cargo of problems from the late nineteenth and early twentieth centuries. The first is the ancient but lingering image of the trade school, where the children of the indigent were sent to learn a decent trade and to be off the local charity rolls. What began as a perfectly good charitable and humanitarian impulse in Boston and Philadelphia a century ago still casts its long shadow over some of these postsecondary institutions.

Some claim to see many influences at work to keep this idea of vocational technical education as somehow the property of the "masses", and distinctly inferior to those other, "higher" pursuits. There are plenty of people who will go even further in developing this particular idea than I am willing to. In a recent issue of the Chronicle of Higher Education, Dr. Edgar Litt, a political scientist, says that in the former affluent days the idea of differential opportunity permitted America to provide quality education in selective private colleges and the great public universities, and at the same time to provide the "disadvantaged" with unlimited access to community colleges. Now, he says, the economic recession has caused this differential opportunity policy to all but collapse. This has, in Dr. Litt's words, "led to this latest alliance of the Levellers and the Tories... those persons who would dismiss quality public higher education as a luxury, substituting for it a misguided view of cheap vocationalism for the lower orders, and appropriate higher learning for those who can afford it."

I would not, perhaps, go so far as Dr. Litt, but I feel that we do perpetuate, both subtly and openly, the class distinctions that "higher education" and "vocational education" imply. That is, high class, position, power, as against low class, powerless, vocational. What an irony that a country whose wealth and reputation was made on honest toil, creativity, and ingenuity with the brain and hands, should still give service to the idea that vocational is not as good as "higher" learning.

Another major concern however goes back to the principle of equal access. Although the principle has been with us for a number of years now, is access really equal? And access to what? College and University enrollment is still heavily middle and upper middle class; other postsecondary education is still heavily populated by the less advantaged. Does equal access mean equality of access to all forms of postsecondary education, or does it mean equality of access to some form of postsecondary education? To return to Dr. Litt's question: is the real result of the equal access philosophy in government and education simply to preserve a kind of class distinction in America in which the well to do get one kind of educational experience and the less well to do another? Our two year community and junior colleges and vocational institutions have a vital mission, but do they have to be the principal point of entry for the low income or minority student who, because of aptitude or ambition would be better served by another kind of institution?

Is American education playing a kind of trick on students, where social and economic class is determining education? Maybe this would not be a particular problem, but educational kind and level still does have something to do not just with future earning power, but also to social and

political power. Must we still consider that the poor or minority person must rise through the vocational-educational ladder? Not only access, but access with choice is the problem that we face.

A related factor may be the continuing reification of the IQ measure. Already by World War I, such scores were being used to separate the sheep from the goats, the able from unfit. For years thereafter, children were grouped into classes, access to institutions or jobs was granted or denied, study and vocational paths were arbitrarily chosen largely on the basis of that wonderful index, the IQ. Children with high IQs had to use their magnificent brains in pursuit of the higher things in life; those with lower IQs had no option but to learn to do something useful. And, since everyone from Plato onwards has asserted that mind is nobler than body, the pursuit of pure subject matter must be nobler than learning to do something applied. The corollary: vocational training is obviously a haven for the underendowed, a chance to learn some skill or other as a kind of intellectual booby prize.

Most psychologists have long since given up the mumbo-jumbo about the meaning of IQ, and are pretty much in agreement that IQ scores predict school-type achievement because that is precisely what IQ reflects ... school type achievement. Intelligence, if the word has any meaning at all, is not some unitary thing on which children or adults can be lined up neatly from high to low, but rather is a complicated constellation of specialized skills and abilities in which everyone has his own pattern of relative strengths and weaknesses.

The result of these factors has been a kind of second or third class citizenship in the academic world, not only for the students in the vocationally oriented schools, but for their faculty as well. Often, whenever

and however possible, these institutions have followed the leads of their "betters", and more than a trace of academe can be found in the air. Is an equivalent amount of effort being applied to doing what they do best even better? Are the standards of excellence, the standards of pride, always applied in these settings? They are not in the universities, so why should I hope for better in the vocationally-oriented schools? But I hope that they are applied. I hope that they teach harder and better, and turn out better products than do we at the universities.

Perhaps my concern is not just abstract, or growing out of a sense for fair play among institutions. Along with many others I sense that the United States is slowly losing ground in precisely those areas of its traditional strength. Are the standards of technical achievement and ability what they once were, or even what is demanded in an increasingly complicated world? Are we even going to be able to fill those technical jobs which are emerging, jobs requiring a type of training and a degree of expertise not to be found in most institutional settings? Are we pitching the training and the planning for the current social and industrial scene, and ignoring the fact that our current crop of graduates must themselves supply the skills of the twenty-first century?

And why not some better articulation? Why can't a student start at one level and then change his goals and his studies to another without the tremendous burden of starting all over again at each stage? Why is such articulation impossible?

I firmly believe that there are some frankly technical fields in which training must be done within the structure of a university. Such training exceeds the normal boundaries and resources of even the best vocational-technical institution. On the other hand, I fully believe that general

education, genuine liberal arts education, if you will, need not be excluded from the vocational-educational curriculum. These people are not just being taught to get and hold a job; they are being taught how to live, both with themselves and others. Anything that helps them to do this better and longer is an asset to their education. Similarly, universities are not just training students to have big ideas; they, too, have the obligation to see that their graduates have salable skills and abilities, and can make their way in the world. In short, although the methods and the emphasis may be different, I can't believe that the two sets of institutions are so different in their goals.

Somehow or other we need to return to some first principles. We need to remember that the word vocation means a calling ... even today we use the word in this way when we say that a nun or priest has a "vocation". It is something that a person is <u>drawn</u> to do. All careers should be <u>vocational</u> in this sense. And vocation does not imply just an opportunity- it means a deliberate <u>choice</u> of a particular direction. We must get over the idea that "higher" learning is devoid of vocational implications, and that the celebration of verbal intelligence alone is preparation for a role in life. Intelligence without a vehicle for expression in the <u>real</u> world of living is a poor thing. But that vehicle may take many forms.

On the other hand, we must get over the idea that vocational education is the programming of unchanging robots, who have no life or function at alll except within some labor capacity. Sooner or later many of these people too need the intellectual and spiritual resources that "higher" education clains to provide. People change, people mature, people's circumstances change. And, even more important, standards of quality,

of achievement, and of performance can and should apply within vocatioanl training just as we hope they apply in any other "higher" training.

In summary, I think we go astray when we start drawing differences between "higher" education and vocational education based on vocational training versus traditional academic discipline, or applied subjects versus abstract. Rather, I think we need to have a clear definition of what we need to do, the kinds of products we want to turn out from our schools. And then, put the emphasis where it belongs: on standards, on turning out the very best people we can to meet those goals. Whatever we do, we ought to with a vengence! The words should be <u>quality</u> and <u>integrity</u>, whether we are training auto mechanics or philosophers. We need to work on <u>Vocation</u>, with a capital V.

HUMAN RELATIONS IN LEADERSHIP

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION
U. S. OFFICE OF EDUCATION

Presenter:

Dr. Duane Nielsen

Dr. Nielsen adiressed participants in the First Southern Regional Vocational Education Leadership Development Conference at the luncheon on Tuesday, April 6, 1976.

An outline of his illustrated presentation on "Human Relations in Leadership" follows:

It is essential that we have competent charismatic leadership in Vocational Education.

Philosophy statements that can be made about a leader are:

1. Leadership is at its best when granted by those who follow and exercised in the interest of those who follow: when there is an abundance of caring and giving in the act of leadership.
2. A leader is at his or her worst when he or she "announces" "I am a leader". When you fail to honor people, they will fail to honor you; when real leadership has been exercised, the people will say "we did this ourselves."
3. We need leaders who can bring out the greatness in all the rest of us more than we need "GREAT" leaders. We need charismatic, dynamic, committed leaders--greatness with humility. We need leaders who can develop greatness in others--an art difficult to acquire.

The process of leadership is complex. It reminds me of the chameleon, an interesting little animal that can change color to match its environment. It got along fine in life until some soul put it on a piece of scotch

plaid and it died of frustration! Leaders in vocational education operate in a scotch plaid environment: there are not pat answers but there are variety of understandings and abilities that will be useful to you. You must be sensitive and able to identify with people; you must pick and choose from those understandings and abilities and mold together successful leadership strategies. Look for the keys that unlock the doors to dedication, competence and enthusiasum. We must have our most capable people at their optimum level of performance. Effective human relations is the primary key to unlocking people's lives - a prerequisite to effective leadership.

Some of the jobs you may hold will be thing jobs; others, people jobs. Leadership/management is the process of getting the desired work done through other people.

You will be limited to your own physical and intellectual resources if you go it alone; if you can energize, catalyze and get others involved you will greatly magnify the real output of your efforts.

One primary task you will have will be to utilize the inputs of authority, and dollars to achieve optimum quantity and quality of product -- this is the decision-making process in management/leadership.

Organizational structure facilitates the conversion of inputs to outputs. This structure can be expressed in two ways:

1. Formal structure: based on authority, legislation, positions and work expectations.
2. Informal structure: consent, personalities and need structures, almost always in terms of human relations with people.

The only difference between a highway and freeway is a commonness of direction. Commonness of direction is the key to the door to unlock the quality and quantity of output that can come from your leadership; commonness of direction is critical to getting people to work together.

Good human relations can be said to be the ability to step on someones toes without messing up his shoeshine.

It is important that people feel important. The series of needs systemic to the human being include the following: security, physical, social, self-actualizing, and ego needs. In the reality of life, our emotion is the master and our intellect is the servant; yet, we spend an inordinate amount of time in developing the servant and neglecting the master.

People are motivated when through leadership they have opportunities for growth--professional and personal, achievement, recognition, responsibility and security. The ability you possess, multiplied by the opportunities you have, multiplied by the number of people who like you, will equal the success you will achieve.

Learn to be sensitive to others; through sensing non-verbal behavior build an awareness of people's feelings and be able to work in harmony with them.

Emphasizing the positive contributors to mental health development:

1. Love and affection
2. Acceptance and respect
3. Praise and support
4. Recognition for accomplishments
5. Appreciation for the individual

Cultivating these positive contributors will enhance your leadership effectiveness.

Leon Lessinger, Dean, College of Education, University of South Carolina, is building a program in the College of Education around the 3 C's--

Competence: Be good at that which you are trying to do.

Confidence: Belief in your ability to function.

Caring: May be most important of the 3 C's.

These three C's are fundamentally and philosophically important to what we are talking about. Human relations is built on the cornerstone of "caring". The alternative is unacceptable.

The opposite of the positive contributors are negative destroyers:

1. Hatred and no show of affection
2. Criticism and lack of support
3. Ignoring accomplishments
4. No appreciation for the individual
5. Rejection and no respect

Personality and human behavior are determined by one's self-concept; a good self-concept requires few defenses; a poor self-concept demands protection. When working with people, build rapprot. Don't knock their crutches out from under them; help people develop a good self-concept.

Criticism attacks one's ego. Sarcasm attacks one's ego indirectly but forcefully. Ignoring someone, and not listening to someone makes the person feel unimportant. Humiliation is the strongest emotion that can be experienced by a human being.

Success acknowledged is important to feeling good about one's self.

Praise serves as ego food

Recognition is a form of reward and serves to make one feel important.

Encouragement is what we live by; otherwise, we will die, slowly sadly, and angrily.

As a leader, one must be:

1. sensitive
2. loyal to ideals
3. self-confident but humble

In the opportunities you have now, try to hone the qualities that bring out the greatness in other people and deny the constant urge to say, "Look at me--I am great."

The qualities you will need include:

Enthusiasm--nothing more contagious unless it is lack of it.

Consistency--people must be able to count on you.

Enthusiasm is a special kind of gift--God's light in human kind and often in short supply. One of life's great challenges is to retain it; the alternative is to grow old before your time. Youth is not a time of life; is it a state of mind--all are born young. People grow old not by living a number of years but by deserving their ideals. Refuse to grow old--be fairminded, have confidence in others, be optimistic, firm but not stubborn, and approachable.

Good human relations is said to be the ability to build a fire under others without making their blood boil.

In summary: "A Short Course in Human Relations":

1. The 6 most important words are:
   "I admit I made a mistake"
2. The 5 most important words:
   "You did a good job"
3. The 4 most important words:
   "What is your opinion"

4. The 3 most important words:

   "If you please"

5. The 2 most important words:

   "Thank you"

6. The 1 most important word:

   "We"

7. The least important word:

   "I"

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SYMPOSIUM: CURRENT STATUS OF LEGISLATION

UNIVERSITY OF KENTUCKY

Presented by:

Harold R. Brinkley, Chairman
Department of Vocational Education

My experience has been limited and narrow in terms of legislation. for vocational education. But I would like to share with you some experiences I have had within the last 18 months. First, I guess the thing that really jumped out at me last night as I read the bill was the section on evaluation and this to me is very practical and very realistic. I think former legislation has had a too narrow connotation of evaluation pertaining to vocational education. May I quote one thing - no longer can pursuit of additional education or training by programs be considered negative in this evaluation. Heretofore it has been negative. It also goes on to say that if one moves from a, let's say, a post-secondary program to a four-year college, that's not to be considered negative - that's a positive for vocational education and it elaborates on several other aspects here.

Now a number of teacher educators throughout the country, about 15 months ago, began to get concerned because of the lack of support of the state offices for teacher education and institutions of higher education. In a number of institutions the number of dollars have been remaining constant so therefore this support has been in declining percentage year after year. Ranging from 3 to 5, it won't take long to get down to zero at that rate. Well, I made a telephone survey to nine institutions about a year ago and found out that out of these nine institutions 4 of them had already lost all of the support for teacher education. Since that time two additional ones have lost all support. Support out of the bureau for teacher education

at institutions of higher education has been dropping to zero and if it hasn't been dropping to zero there's been a steady decline. Now, this tells me and I hope it tells a lot of people that state departments of vocational education have abdicated their responsibilities for teacher education. Abdicated it and turn it over to institutions of higher education. Now universities are going through a period of tight budgets and a reduction in staff. It may well happen 4 or 5 years from now that there will be what might be called at the undergraduate level, a merging number of the methods courses into one methods course. It can go on beyond that. Later on they might have all methods courses including elementary, secondary, and vocational education. We won't have much vocational education - not much vocational teacher education. So that's the reason why George Winters, President of American Association of Teacher Educators in Agriculture and Gordon McMahon, former President of the American Association of Teacher Educators in Trade and Industrial Education, and a few other people decided to try to get some identification in the legislation precisely for teacher education. Several of us got together a position paper and prepared it for the sub committee hearing on February 21st. Now, may I hasten to say before I move any further that the present legislation does mention teacher education in three specific parts and I'm grateful for that which will mean to all of us that are in institutions of higher education that we'll have to negotiate. My guess is that after negotiating very diplomatically, very positively, hopefully we'll get better results than we have in the past. Now experience is an oversight hearing - that's a real dynamic experience. Number one - let it be known that you are willing to testify and you get on the manning chart. The first thing you learn when you get there, is that teacher education is very very low on the pecking list. It's

way down there - first of all it's a governor, it's the president of state universities, the vice president of a community college system. I'm not sure, whether state directors come next or whether its the people in the coal mining business. It's very very close there. One of them comes - then the other one, the state directors. then somebody else - oh yeah - the group of superintendents of public instruction comes after the vice presidents of community colleges. And finally, last but not least, teacher educators. George Winters and I were last on the list and were scheduled to be on at one o'clock, we finally got on at four o'clock. Now then about four o'clock, they had just about run out of time, run out of patience, and a lot of little things like that. Now the second thing you learn is that if you run out of time and the least bit of what might be sensed as discourtesies on the part of the committee, then the Congressman's lieutenant or aide is right there assuring you you'll get a letter by Tuesday morning making apologies for any little thing that might have troubled you, written very, very nicely and smoothly and warmly and going on to say that your total testimony will appear in the Congressional Record. So that's a good thing for us to learn even though when you're ruffled someone should follow through to apologize.

SYMPOSIUM: CURRENT STATUS OF LEGISLATION

VIRGINIA POLYTECHNIC INSTITUTE

Presented by:

Shirley Wilson
E.P.D.A. Awardee

The role of the state advisory council is to advise the single state agency and the governor on matters relating to vocational education. The state advisory council is appointed by the governor as mandated by the 1968 Vocational Education Amendments.

In addition to its advisory functions, the state advisory council also has evaluative duties. These duties are two-pronged. First, the advisory council assesses the degree to which the people needing and desiring vocational education have access to its programs, and second, to determine the extent to which these programs are providing the type and quality of training needed by students and business and industry.

Evaluation in turn leads to legislation since through evaluation programs and policy deficiences become apparent.

When dealing with legislators and local governing bodies, vocational educators should set aside territorial and ownership concerns and work towards improving vocational education as a whole. If policy makers are approached on the basis of narrow programic needs in T and I, Agriculture, or business, for example they may fail to recognize the true breadth and scope of all of vocational education. We must think of ourselves as vocational educators not as T and I, home economics, secondary or post-secondary, or other programatic educators.

As vocational educators we must inform our various political bodies of the needs in vocational education. To do this effectively we must provide accurate information. We achieve our goals only if we have credibility.

We must also be accessible and ready to provide information at key times during the legislative process.

Local directors and supervisors must also be concerned with aspects other than legislation. These persons must take an active role in all phases of school policy-making and provide accurate information about vocational programs with the community. In addition, local vocational educators should assume active roles within the community organization for many of the persons with whom one comes in contact in these organizations will greatly influence local educational policy.

Finally, as vocational educators we must be informed about pending legislation and its potential impact upon our local situation. When writing to a congressman or senator one should be able to discuss intelligently the legislation with which there is concern and to justify the position he/she takes. Support for vocational programs does not just happen in the legislature or in local governing bodies. It must be cultivated with sensitivity and hard work.

SYMPOSIUM: CURRENT STATUS OF LEGISLATION

ATLANTA, GEORGIA

Presented by:

Dean Griffith, Associate Director
American Vocational Association

The total Senate Bill includes:

— maintained the State Boards for Vocational Education

— established a state planning commission for vocational education to include all facets and interests of education

— a 50% match for funding of state administration

— emergency assistance for renovation of facilities in the big cities

— all of the 1968 amendments are included and are line items funded

— new section on vocational guidance

The total House Bill has been reported out of subcommittee. It looks like:

— State Board left in tack - sole state agency for Vocational Education.

— Amends the Vocational Education Act of 1963.

Contrast that to the new bill on the Senate side. The Senate Bill basically would have an amendment to the Act on the House side because the authorization from the 1963 Act runs out in 1981. But Mr. Perkins did agree from the subcommittee that this would be a permanent authorization for Vocational Education, which would be a landmark:

—Basically a state grant for Vocational Education

— All parts, except Part F - Consumer and Homemaking is still a line item.

Some concerns by American Vocational Association office:

— State research program is not emphasized enough.

— Teacher education may not have enough emphasis.

-- EPDA #553 money still not fair

-- #552 program a bit wide open, may need to place some restrictions on the number of institutions involved.

There is a new evaluation section provided for, originally written by an E.P.D.A. intern. Also new, is two million dollars funded to NIE for evaluation of Vocational Education. We are concerned about that. We are proposing that Congress establish a national panel of consultants for Vocational Education evaluation rather than allowing NIE this job.

The special needs money is lumped all into one category and set aside 35% of the total funds. There will be no more line item for one special needs program.

Post-secondary, which includes not only the two-year programs from the community college but also adult and technical schools, has maintained the 15% set aside.

SECURING ADMINISTRATOR COMMITMENT TO VOCATIONAL EDUCATION

GEORGIA STATE UNIVERSITY

Presenter:

Dr. Grant Venn

The key to the success of a vocational education program is the people who direct and implement the program rather than the exactness of the program. Vocational program development is dependent upon the leadership provided by the superintendent of a school system not simply a commitment by the vocational education director. Vocational educators have often not been successful in working with other school personnel particularly line administrators. In short, vocational educators tend to talk with each other and consequently isolate themselves.

Vocational educators must get a commitment to vocational education by the top level school administrators. For too long, vocational educators have perceived themselves as separate from other curricular areas of a school. If top level administrators are to be committed to vocational education, vocational educators must show that they can adequately deal with critical issues and problems facing the total school system. Vocational educators must be able to help the superintendent of schools solve his problems and not continually expect the top administrator to search for ways to solve only problems facing vocational education. In summary, vocational education must look at its role in the total school structure and must show how vocational education can work to solve some of the problems facing the total school system.

Three stratefies are available to get top level administrative commitment. First, all teachers within the organization must know and understand the vocational education programs. Second, the top level

administrator must be given alternative solutions to problems that he must decide upon. Third, vocational educators must be able to show the top level administrator how vocational education can help solve some of the critical problems facing him.

Today, vocational education is viewed very favorably. Consequently this may be the best time to obtain the commitment from top level line administrators that is critical to the further success of vocational education programs.

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EVALUATION OF THE FIRST SOUTHERN REGIONAL VOCATIONAL EDUCATION LEADERSHIP DEVELOPMENT CONFERENCE

NORTH CAROLINA STATE UNIVERSITY

Presenters:

Donald R. Brannon
Richard L. Bogart

Introduction

This report summarizes participant perceptions of the First Southern Regional Vocational Education Leadership Development Conference. This evaluation report consists of four sections: (1) a goal-directed section, (2) a goal-free section, (3) limitations of the evaluation, and (4) interpretation and recommendations.

The goal-directed section is used to answer the questions: Were the conference goal and objectives of worth? and To what degree were the desired goal and objectives attained? However, a goal-directed evaluation may be overly narrow in scope, and thus may limit information about that which is being evaluated. Therefore, we also used goal-free evaluation to attempt to determine important outcomes which did not fall within the realm of the conference goal and objectives. Following the goal-free section are some limitations of this evaluation, and the report concludes with our recommendations for incremental change. We reserve the right for decision makers of the possible second conference to make substantive recommendations for change, if so desired.

For the purposes of this report, evaluation is defined as "a process of providing decision-makers with information (about an entity or state of affairs) upon which the decision-makers can base judgements of worth or value about the entity or state of affairs." In that the decision-makers for whom this evaluation is relevant may include those who plan and implement the Second Southern Regional Vocational Education Leadership Conference, it is hoped that the information presented herein will be of aid to them in so doing.

The format for reporting the responses to the evaluation instrument is as follows:

1. The type of evaluation, whether goal-directed or goal-free, is explained.

2. Within each type of evaluation, the responses to the Likert scale used in the evaluation instrument* are listed. These responses are divided into percentages of (a) all respondents, (b) graduate students, and (c) other participants. In the goal-directed evaluation, responses to the Likert scale are ranked from most favorable to least favorable, based on mean scores. In the goal-free evaluation, mean scores are given, but there is no ranking.
3. Following these percentage and mean score responses to the Likert scale, comments by all respondents within the areas of strengths, weaknesses, and suggestions for improvement of the conference are randomly quoted. Only specific references to the strengths and weaknesses of both persons and institutions are deleted.

Goal-Directed Evaluation of This Conference

Following the lead of Ralph Tyler, we focused on six basic steps for the planning and implementing of the goal-directed evaluation of this conference. These steps are:

1. Establishing broad goal(s) for the conference.
2. For each broad goal, identifying specific objectives which, if attained, would result in attainment of the goal.
3. Stating each goal in measurable terms.
4. Developing or selecting measures of performance for each objective.
5. Implementing the activities which are to attain the objectives.
6. At the end of the conference, measuring performance on each objective to see if expected outcomes have been achieved.

These steps were used to structure the evaluation of this conference.

On July 24-25, 1975, EPDA representatives from nine universities in the southern region met in Atlanta, Georgia, to formulate plans for this conference.

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*The evaluation instrument is contained in Appendix.

Out of this meeting came three basic conference components: (1) the conference goal, (2) the committee structure used to plan and implement this conference, and (3) selection of small group presentations on (a) contemporary issues in vocational-technical education and (b) institutional emphases in vocational-techincal education. Respondents' evaluations of these components are described in the order listed above. They are as follows:

Conference Goal: "To continue and expand the opportunities for leadership development as graduate students plan, implement, and participate in this conference dealing with critical issues and institutional emphases in vocational-technical education."

The following is the respondent's evaluation of the worth of the conference goal and objectives, as well as their achievement. They are ranked from the most favorable response (4.34) to the least favorable response (2.97)*

	% Strongly Disagree + Disagree			% Undecided			% Agree + Strongly Agree			$\bar{X}$
	a**	b	c	a	b	c	a	b	c	
1. The goal of this conference was clear to me.	7	6	17	0	0	0	93	94	83	4.34
3. I accepted the purposes of this conference.	0	0	0	0	0	0	100	100	100	4.26
2. The goal of this conference was not realistic.	82	83	67	8	19	17	10	9	23	4.02

* The method of determining the ranking of responses is as follows: the highest value "5," was assigned to the most favorable response; for example. if the most desirable response was "strongly disagree," then a "5" was assigned to "strongly disagree," "4" to "disagree," "3" to "undecided," "2" to "agree," and "1" to "strongly agree." If the most favorable response was "strongly agree," then"5" was assigned to "strongly agree," "4" was assigned to "agree," "3" to"undecided," and so on. Frequency of each response was then multiplied by the assigned value to get totals for each column. Totals of each row were added together and then divided by the total number of responses to get the mean score. All rankings go from the highest to lowest mean score.

** a= Overall evaluation by all respondents.
b= Overall evaluation by graduate students.
c= Overall evaluation by other participants.

	% Strongly Disagree + Disagree			% Undecided			% Strongly Agree + Agree			$\bar{X}$
	a*	b	c	a	b	c	a	b	c	
4. The objectives of this conference were not the same as my objectives.	100	100	100	0	0	0	0	0	0	3.93
27. Every EPDA awardee at my school had opportunity to participate in planning and implementation.	27	30	17	9	4	17	65	66	66	3.41
28. Students other than EPDA awardees had opportunities to participate in planning and implementation	50	51	50	3	3	0	47	45	50	2.93

Committee Assignments and Responsibilities: There were eight committees that planned and implemented the overall conference goal. These committees, their chairpersons, and their objectives** are as follows:

Steering Committee - Chairperson: Joan M. McHan, University of Georgia

1. Set date for conference
2. Select conference theme
3. Plan conference program
   a. Establish time schedule
   b. Select and contact speakers
   c. Coordinate university presentation topics
4. Define committee activities
5. Coordinate committee activities
6. Determine registration fee
7. Inform directors and chairpersons of committee progress with conference plans

Facilities Committee - Chairperson: Edward L. Davis, University of Georgia

1. Select site for conference
2. Arrange for meeting rooms
3. Arrange for room reservations for participants and special guests

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* a= Overall evaluation by all respondents.
b= Overall evaluation by graduate students.
c= Overall evaluation by other participants.

** The objectives of these committees were furnished by the Steering Committee.

4. Reserve hospitality suite
5. Request registration table
6. Plan meal functions and coffee breaks
7. Order flowers
8. Provide maps, restaurant suggestions, etc.

Registration Committee - Chairperson: Jack Kaufman, Auburn University

1. Send out pre-registration information
2. Compile registration packets
3. Dispense programs
4. Collect registration fees
5. Write receipts
6. Provide name tags for participants
7. Staff the registration table Sunday evening and Monday morning

Objectives and Evaluation Committee - Chairperson: Donald R. Brannon, North Carolina State University

1. State objectives for the conference
2. Prepare evaluation device for the conference
3. Conduct evaluation of the conference
4. Prepare written evaluation report for the Proceedings Committee

Program Printing Committee - Chairperson: Pamela P. Murray, Mississippi State University

1. Design and print programs
2. Print tickets for luncheons and social function

Conference Proceedings Committee - Chairpersons: Pamela P. Murray, Mississippi State University; Larry T. Walters, The Ohio State University

1. Compile and print conference proceedings
2. Mail proceedings to conference participants
3. Mail proceedings to all EPDA directors in the U.S.

Conference Recorders Committee - Chairperson: Larry T. Walters, The Ohio State University

1. Develop an outline for session recorders to use
2. Provide recorders for all small-group sessions

Hospitality Committee - Chairperson: Carolyn Allen, Florida State University

1. Greet guests and speakers
2. Plan Sunday evening social function
3. Collect luncheon tickets each day at noon

The following are the written responses which apply to the strengths of the aforementioned committees in planning and implementation:

Well planned.(*)

Well organized.(**)

The well-scheduled manner in which the conference flowed.

Conference well planned--cheers to the committee.

Time schedule--ran smoothly. (*)

Not a packed-tight schedule.

Some excellent work went into preparation for and conduct of the conference.

Excellent speakers. (**)

Keynote speakers very good.

Good speakers. (*)

Choices of keynote speakers.

The ability to get informed keynote speakers and consultants.

People who really had their hands in legislation, policy-making, and implementation seemed to be here actively participating.

Speaker selection for general meetings was very good.

Choice of small-group sessions--excellent format.

Structure sound with few cracks.

Facilities.

It was "run" by people involved without superiors dominating activities.

Weaknesses:

It appeared that equal opportunity for each institution was not extended to emcee.

Could have been shortened to 2-1/2 days by taking up some of the slack time and shortening some of the sessions.

Chairperson could have been designated for each session to provide more opportunity for individuals serving in such capacities (i.e., a different chairperson for (1) legislation, (2) the evaluation, and (3) the luncheon).

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*Refers to the additional number of times the same response was given.

All schools should receive detailed instructions long before the conference. Details should describe all expectations of the conference.

Lack of planned time for informal discussions.

The communications from various committees did not match.

Consideration to finances should be a part of the assignment of responsibilities.

Communications breakdown between committees and participants about requirements.

Pre-registration not received any too soon--consequently, the number of people to be involved was not known.

It didn't seem that it was all together (until we arrived).

Poor pre-conference communications--some schools received almost no information.

Stress on competition between institutions by awardees--I personally did not learn anything about running a conference.

Run by selected group; others not involved in learning how to run a conference.

Guidelines for paper--there is no uniformity.

Larger and better ventilated conference room for more presentation.

A bit too rushed--could allow for more interaction time.

Some confusion over papers for distribution and proceedings.

Recommend a better procedure be established to make sure every participant gets a copy of the hand-outs.

More specific information as to guidelines to the various universities concerning the papers and projects to maintain unity.

Pertinent topics multi-scheduled; therefore, I missed some I really wanted to see.

<u>Suggestions for improvement of committees' planning and implementation of next year's conference</u>:

Involvement of greater number of EPDA's.

Communication of EPDA representatives to their individual institutions to improve <u>and</u> direct communication of entire Steering Committee directly to <u>all</u> EPDA fellows at each institution.

Make the conference guidelines more specific and definite to the institutions.

More EPDA involvement in planning.

Use basically the same approach, perhaps adding another day or two.

Similar schedule.

Similar student participation.

This seems to be a good location.

Include one member from each institution on the Steering Committee.

The input from all institutions is a great idea.

That students continue to plan and carry on the conference.

Provide clear direction to each university before plans for presentations are made.

Two days instead of three and not the beginning days of the week.

Don't pack it so much.

Good format established--continue and remain flexible.

Similar to this one.

Utilize the same approach.

Provide earlier and more complete information prior to the conference.

Evaluations for all sessions.

Conference should be held: Thursday and Friday or Friday and Saturday with Sunday for travel.

An awardee from each school should participate on Steering Committee.

Continue basically as given this year.

To definitely have one and make plans early.

Provide funds for the chairpersons to attend if they desire.

Have the steering committee formulate objectives.

Have an equitable way of selecting steering committee and chairpersons.

Have work on the conference count as a special problems course.

Less strenuous schedule.

Get each school involved earlier--at least let them know their responsibilities.

Make very sure that awardees are aware of what is expected of them--particularly what is meant by critical research papers.

Better communications.

Information promulgation prior to arriving.

Plan thoroughly--explore all facets of the conference, leave nothing to chance!

Communications should go to all fellows.

Institutional Objectives: Each of the nine participating universities had two topics which it planned and implemented. Implementation took place through two one-hour small-group presentations. These small-group presentations consisted of: (a) one of eight critical issues in vocational-technical education as furnished by Dr. William Pierce and listed in Section 403 of H.R. 6251, pages 45 and 46; (b) one special interest topic chosen by each of the participating universities. This second topic ideally received special emphasis at the university which chose the topic. Each participating university received a list of these topics.

The following structure for small-group presentations of these topics was suggested by the Objectives and Evaluation Committee. For the purpose of this evaluation, they are considered to be graduate students' objectives in planning and implementing their respective presentations.

1. Define the boundaries of the topic: What should the topic include as well as exclude?
2. Think through and list the priorities on which you will concentrate.
3. Write objectives that can be accomplished.
4. Delegate to someone the responsibility for accomplishing your objectives.
5. Organize an evaluation instrument that is based on your objectives.
6. At the close of each of your presentations, evaluate your own presentation. (Note: These evaluations will be for your purposes only--they will not be compiled for the conference proceedings).
7. When you return to your institution, hold an analysis and synthesis seminar. Use this seminar to sum up: (a) your effectiveness in accomplishing your objectives as well as (b) what you would change.

The following is the evaluation by conference participants as to the degree to which these objectives were of value, and achieved, as well as to the quality of their accomplishment. Based on the above objectives, a ranking of responses based on mean scores is listed going from the most desirable response (4.00) to the least desirable response (2.46).

	% Strongly Disagree + Disagree			% Undecided			% Agree + Strongly Agree			$\bar{X}$
	a*	b	c	a	b	c	a	b	c	
10. The small-group presentations were very good.	9	11	0	9	9	17	82	81	83	4.00
34. I believe that the suggested procedures for planning and implementing our presentations were helpful.	8	9	0	16	16	20	74	75	80	3.92
35. I had no part in planning and implementing our presentations.	71	84	80	21	0	20	9	16	0	3.91
13. The small-group discussions were excellent.	10	12	0	10	9	0	90	83	100	3.83
32. Our institution identified priorities to be included in our presentations.	12	34	0	13	13	0	75	53	100	3.34
31. We wrote objectives for our topics.	32	39	0	16	12	40	51	50	60	3.32
30. Our institution defined the boundaries.	31	35	17	14	14	17	54	50	67	3.23
33. Each small-group presentation was evaluated.	65	71	33	11	11	17	23	19	50	2.46

Strengths of Small-Group Presentations:

Presentations very informative.

Overall, all presentations were excellent.

Preparation by EPDA'ers for the presentations.

*a= Overall evaluation by all respondents.
b= Overall evaluation by graduate students.
c= Overall evaluation by other participants.

Most EPDA'ers seemed to have spent a lot of time in planning. Most were knowledgeable about their own institution's emphasis.

Opportunity to discuss concepts and ideas with small-group presenters.

Topics presented.

Information was timely.

Focus on Critical Issues.

Small-group participation.

The subjects presented.

Offered a variety of topics.

Awardees giving the presentations.

Papers that were made available to the participants.

Weaknesses of Small-Group Presentations:

Was disappointed to see some groups use outside persons for their presentations.

Special interest topics not analyzed for coverage.

Lack of creativity and originality in most presentations.

Few concrete suggestions regarding issues.

Too many read their presentations.

Some small-group presentations were weak.

Some of the small sessions did not provide time for questions.

Failure of some groups to evaluate.

Some presentations on issues merely rearranged ignorance.

Some presenters didn't do much homework.

Too many small-group sessions; perhaps some of the critical issues could have been presented in general sessions.

Suggestions for Improvement: Small Group Presentations:

Limit group presentations to awardees only--no outside speakers during issue presentations.

Put all the presentations together in a book.

Make presentations more practical rather than presenting papers (garbage in - garbage out).

If small-group presentations are to be used, educators should utilize some innovative teaching aids.

Schedule fewer special interest group presentations so that we all can get the wealth of the presentations. Evening meetings might well be utilized for this.

Goal-Free Evaluation of the Conference

The following are the conference participants' responses which do not fall specifically within the realm of conference goals and objectives. These responses may give decision-makers about next year's conference additional indications about areas of successes as well as about areas which might present problems. In that these outcomes are goal-free, it is felt that ranking is inappropriate; therefore, these responses are listed in the numerical order in which they appear on the evaluation instrument. Their mean scores range from 4.60 to 3.08.

		% Strongly Disagree + Disagree			% Undecided			% Agree + Strongly Agree			$\bar{X}$
		a*	b	c	a	b	c	a	b	c	
5.	I have not learned anything new.	100	100	100	0	0	0	0	0	0	4.60
6.	The material presented seemed valuable to me.	2	3	0	5	6	0	93	92	100	4.29
7.	I could have learned as much by reading a book.	87	88	100	9	9	0	4	3	0	4.31
8.	Possible answers to my questions were not considered.	76	74	100	19	20	0	5	6	0	3.86
9.	The information presented was too elementary.	83	80	100	10	12	0	7	8	0	3.74
11.	I was stimulated to think about the topics presented.	7	6	17	19	17	33	75	78	50	3.58
12.	We all worked together well as a group.	4	3	17	11	14	0	85	83	83	4.13
14.	There was little time for informal conversation.	70	75	67	5	3	0	25	23	33	3.53
15.	I had no opportunity to express my ideas.	91	91	83	0	0	0	9	9	17	4.10
16.	I really felt a part of this conference.	7	9	0	5	3	0	88	88	100	4.10
17.	My time was well spent.	3	3	0	8	10	0	89	87	100	4.08
18.	The conference met my expectations.	6	7	0	14	18	0	80	75	100	3.89
19.	Too much time was devoted to trivial matters.	83	82	83	9	7	17	8	11	0	4.00
20.	The information presented was too advanced.	100	100	100	0	0	0	0	0	0	4.11
21.	The content of the conference was not readily applicable to important problems.	89	87	100	5	6	0	6	7	0	3.95
22.	Theory was not related to practice.	77	77	67	18	15	33	5	8	0	3.82
23.	The printed materials received at the conference were helpful.	9	10	0	14	17	0	77	73	100	3.89

*a = overall evaluation by all respondents
b = overall evaluation by graduate students
c = overall evaluation by other participants

		% Strongly Disagree + Disagree			% Undecided			% Agree + Strongly Agree			X
		a*	b	c	a	b	c	a	b	c	
24.	The program format should have been more flexible.	60	59	67	19	24	0	22	20	33	3.46
25.	Communication from the steering committee regarding planning activities was adequate.	34	40	17	22	27	0	44	33	83	3.08
26.	Communication within my school was adequate.	31	35	17	6	7	0	64	58	83	3.50
36.	I had a go-o-o-o-d time.	0	0	0	8	6	0	92	94	100	4.51

*a = overall evaluation by all repondents.
b = overall evaluation by graduate students.
c = overall evaluation by other participants.

Conference Strengths:

Student participation.

Individual and institutional involvement.

Involving all institutions.

Participation.

Involvement.

Participation of so many awardees--were well prepared.

Many people were given a chance to participate.

Opportunity to meet others on an informal basis.

Good use of university personnel.

Interaction.

Fellowship of EPDA fellows.

Interaction among participants.

Adequate free time.

Interaction among people and institutions.

Hands-on experience for leadership development for EPDA fellows.

Small groups.

The topics chosen for small-group presentations.

Topics chosen were very appropriate to the times.

The planning.

Friendly atmosphere.

Let's do it again.

Opportunity to meet other EPDA's--I look forward to future contacts with them when we each return to the "field".

For the most part, was very relevant.

Fellowship among participants.

Everything was good.

Challenging.

Interesting.

Variety.

Conference Weaknesses:

I felt that EPDA project directors should have been more involved.

Too much sitting and listening--not enough dialogue and participation.

Students restricted their primary social contact to awardees within their own schools.

Too many days off for students in graduate school--with classes meeting daily (i.e., Statistics), conference should be limited to two days.

Some of the small groups.

Students did not mingle.

The structure of the conference needs work.

Overall Suggestions for Improvement:

Have all early morning meetings start at the same time.

Maybe a little more time between sessions could be given.

Plans should be made earlier in order that new (September) awardees would be aware of their reponsibilities (presentations, etc.).

Encourage more interaction between institutions.

To invite all former EPDA'ers.

Project directors establish awardee participation at conference as a very high priority!

Include all doctoral students at the institutions as well as EPDA fellows.

Involve other graduate students in Voc. Ed.--they need this also.

Start planning early.

Limitations of this Evaluation

Limitations of this evaluation are as follows:

1. There was one goal upon which to base an evaluation.

2. There was no information prior to the evaluation to indicate whether or not there was consensus about committee and institutional objectives.

3. 43 out of the more than 70 registered conference participants were available on the last day of this conference to evaluate this conference.

4. There were 35 graduate students, 6 other participants, and two unspecified persons who responded to the evaluation instrument. Thus, comparisons of responses of graduate students to responses of other participants are limited in validity.

5. There is little evidence to indicate that the evaluation instrument used contained the most appropriate questions to aid in decision-making about this or a future conference.

6. The Objectives and Evaluation Committee primarily delineated, obtained, and provided conference participants' perceptions, but did not evaluate actual effects of the conference.

Interpretation and Recommendations

From the reponses to the evaluation instrument, at least the following areas deserve special attention regarding decisions to be made for next year's conference:

1) If the goal is to continue to refer to "graduate students" instead of only to EPDA Fellows, then planners need to consider additional ways to give students other than EPDA awardees opportunities to participate in planning and implementation. Out of the most favorable mean score possible (5.00), this item received a score of only 2.97. (See item #28 on p.4 and "Suggestions for Improvement" on p. 16)

2) If the emphasis during the conference is to be on maximum participation, then consideration should be given to inclusion of additional graduate students to serve as implementers of the conference. Specific suggestions are included on pp. 7-9.

3) If evaluation by graduate students of their own small group presentations is a valid means of continuing and expanding leadership development, then more emphasis needs to be placed here. Out of the most favorable mean score possible of 5.00, this aspect received a score of 2.46 (See #33 on p. 11)

4) The need for improvement of the amount of and quality of communications prior to the conference continually surfaced. (See written responses on pp. 7-9, and items 25 and 26 on p. 15). Alternatives need to be explored about how to improve communications for the next conference.

5) The evaluation instrument used should be continually refined. As a start, it is recommended that graduate students submit a list of evaluation items to form a pool from which the best items can be selected.

6) References by the respondents to more interaction among participants from different institutions continually surfaced. It is recommended that attention be given to providing a conference format that increases the degree of formal and informal interaction among all participants in the conference.

7) The last recommendations are offered in the words of the respondents:

   "Let's do it again." (See p. 16)

   "Start planning early." (See p. 16)

APPENDIX

EVALUATION OF THE SOUTHERN REGIONAL VOCATIONAL EDUCATION LEADERSHIP DEVELOPMENT CONFERENCE

A. Answer the following:

I am (a) a graduate student. _____
(b) another participant. _____

B. On a scale of 1 through 5, check how strongly you agree or disagree with each of the following statements:*

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
1. The goal of this conference was clear to me.					
2. The goal of this conference was not realistic.					
3. I accepted the purposes of this conference.					
4. The objectives of this conference were not the same as my objectives.					
5. I have not learned anything new.					
6. The material presented seemed valuable to me.					
7. I could have learned as much by reading a book.					
8. Possible answers to my questions were not considered.					
9. The information presented was too elementary.					
10. The small group presentations were very good.					
11. I was stimulated to think about the topics presented.					
12. We all worked together well as a group.					
13. The small group discussions were excellent.					
14. There was little time for informal conversation.					
15. I had no opportunity to express my ideas.					
16. I really felt a part of this conference.					

*Items 1-24 were adapted from a conference evaluation developed by John Coster et al, at the Center for Occupational Education. Items 25-39 were developed by the Objectives and Evaluation Committee in conjunction with the Steering Committee.

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
17. My time was well spent.					
18. The conference met my expectations.					
19. Too much time was devoted to trivial matters.					
20. The information presented was too advanced.					
21. The content of the conference was <u>not</u> readily applicable to important problems.					
22. Theory was <u>not</u> related to practice.					
23. The printed materials received at the conference were helpful.					
24. The program format should have been more flexible.					
25. Communication from the steering committee regarding planning activities was adequate.					
26. Communication within my school was adequate.					
27. Every EPDA awardee at my school had opportunity to participate in planning and implementation.					
28. Students other than EPDA awardees had opportunities to participate in planning and implementation.					
29. Keynote speakers were excellent.					
30. Our institution defined the boundaries of our own topics.					
31. We wrote objectives for our topics.					
32. Our institution identified priorities to be included in our presentations.					
33. Each small group presentation was evaluated.					

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
34. I believe that the suggested procedures for planning and implementing our presentations were helpful.					
35. I had no part in planning and implementing our presentations.					
36. I had a go-o-o-o-d time.					

Comments:

37. Strengths of the Conference:

38. Weaknesses of the Conference:

39. Suggestions for Next Year's Conference:

Summary

The First Southern Regional Vocational Education Leadership Development Conference was planned and executed in a superior fashion. Each institution carried out their part in the conference completely. There was a great deal of relevant information concerning the continued growth and success of Vocational Education presented. The "Critical Issues", "Special Interest" sessions, and the keynote speeches were valuable to all who attended.

We wish to thank all who participated and attended, especially the committee members who worked so hard to make the conference a success.

Institutions involved:

Auburn

Florida State

University of Georgia

Kent State University

University of Kentucky

Mississippi State

North Carolina State

Ohio State

University of Tennessee

Virginia Polytechnic Institute

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